THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **MINUTES**

IV.A.
Item Number

1. Superintendent's Recommendation:

That the School Board approve the minutes of July 26, 2011 and August 2, 2011.

2. Background/Analysis:

None

3. Fiscal Impact:

Not applicable.

4. Prepared by: Bill Vogel, Superintendent

5. Board Meeting Date 8/23/11

Attachment(s): 7/26/11 Public Hearing minutes
7/26/11 School Board Meeting minutes
8/2/11 Special School Board Meeting minutes
Supporting information not in agenda book: None
Materials for signature: Original minutes

SEMINOLE COUNTY PUBLIC SCHOOLS
July 26, 2011
Public Hearing on the 2011-2012 Budget
Minutes

Call Public Hearing To Order by Chairman Dede Schaffner

Roll Call: All School Board Members (Chairman Dede Schaffner, Vice Chairman Sylvia Pond, and Members Karen Almond, Diane Bauer and Tina Calderone) were present. Also, present were Superintendent Bill Vogel, School Board Attorney Ned Julian, and Clerk Karen Ponder.

A. Discussion of Tax Millage Rates: Executive Director John Pavelchak reviewed the tax millage rates.

B. Public Comments:
Although not on this agenda, the following people addressed the Board regarding the 2012/2013 budget:
- Walter Osborne
- Emil Vazquez
- Richard Creedan
- Edward Riordan
- Lew Cottrill
- Hugh Maloy
- Richard Wells

C. Board Discussion: School Board Chairman Schaffner discussed the lengthy process used to develop the budget. Mr. Pavelchak confirmed, per Board Member request, that the budget reflects the maximum millage the School Board can assess without voter approval.

D. Board Adoption of Tentative Millage Rates and Tentative Budget

Superintendent's Recommendation: That the School Board of Seminole County approve, in separate motions: Item 1

(1) the tentative millage rates for Local Required Effort, the Basic Discretionary, and Capital Improvement,
(2) the "Resolution Adopting the Tentative Budget" for fiscal year 2011-2012.

Board Action:

(1) Member Almond moved to approve the Superintendent's Recommendation; seconded by Member Calderone. The motion passed unanimously.
(2) Member Almond moved to approve the Superintendent's Recommendation; seconded by Vice Chairman Pond. The motion passed unanimously.

The meeting adjourned at 5:44 p.m.

Bill Vogel, Superintendent

Dede Schaffner, Chairman

SEMINOLE COUNTY PUBLIC SCHOOLS

July 26, 2011

School Board Meeting
and
Executive Session regarding litigation
Minutes

I. CALL TO ORDER by Chairman Dede Schaffner at 5:44 p.m.

A. The Pledge of Allegiance was performed during the Public Hearing held earlier in the evening.

B. Roll Call: All School Board Members (Chairman Dede Schaffner, Vice Chairman Sylvia Pond, and Members Karen Almond, Diane Bauer and Tina Calderone) were present. Also, present were Superintendent Bill Vogel, School Board Attorney Ned Julian, and Clerk Karen Ponder.

C. Acknowledgement of PTA representative and Seminole County Association of Student Councils representative in attendance

AGENDA MODIFICATIONS

D. Agenda Modifications

1. Items selected for removal:
   - Item IV.S., Professional Services Agreement – Darvin Boothe
2. Items selected for clarifying questions:
   - Item IV.G., Reduced-Price Breakfast
   - Item IV.I., Authorization to Purchase
   - Item IV.M., Midway Transportation Complex Project: Reduction of Retainage
3. Items selected for separate consideration:
   - Item IV.H., Competitive Solicitations Recommendations

E. Agenda Modifications – Addition of the addendum package:
   - Item IV.D., Personnel Recommendations
   - Item IV.H., Competitive Solicitations
   - Item IV.I., Authorization to Purchase

F. Approval of Agenda: Chairman Schaffner called for a motion to approve the agenda including the addition of the addendum for good cause. Member Almond moved to approve the agenda; seconded by Member Calderone. The motion passed unanimously.

PRESENTATIONS

II. PRESENTATIONS/RECOGNITION

None

III. SCHOOL/DISTRICT HIGHLIGHTS

None

CONSENT AGENDA

IV. CONSENT AGENDA – *Superintendent's Recommendation: That the Consent Agenda be approved as presented.* Member Bauer moved to approve the Superintendent's recommendation; seconded by Member Almond. The motion passed unanimously.

MINUTES

*A. The School Board approved the minutes of June 28 and July 12, 2011.

*Denotes an "Action Item" vs. an "Information Item."

POLICIES: 2.60 & 4.62	*B.	The School Board adopted revised policies titled, "Excellence and Equity," 2.60 and "Extracurricular Activities," 4.62.	Item 1 Item 2
STUDENT CONDUCT & DISCIPLINE CODE	*C.	The School Board adopted the 2011-2012 Student Conduct and Discipline Code.	Item 3
PERSONNEL RECOMMENDATIONS	*D.	The School Board approved the personnel recommendations including those presented in the addendum package.	Item 4
GRANT	*E.	The School Board approved submission of two 21st Century Community Learning Center grant applications to the Florida Department of Education.	
GRANT	*F.	The School Board approved the submission of the Community Service Agency Partnership grant application to the Seminole County Board of County Commissioners.	
BREAKFAST	*G.	The School Board approved the elimination of the $0.30 meal price for the reduced-priced breakfast.	
COMPETITIVE SOLICITATIONS	*H.	*Removed for separate consideration*	
PURCHASE AUTHORIZATIONS	*I.	*Supplemental item provided in the addendum package.* The School Board approved the purchases listed and any applicable contracts/agreements that may be associated with the various purchases.	Item 5
INVENTORY REMOVALS	*J.	The School Board authorize the inventory removals as listed.	Item 6
GENERAL CONTRACTOR PREQUALIFICATION	*K.	The School Board approved the certification of one (1) general contracting firm to submit competitive bids on various construction projects.	
LHHS RESTROOM ADDITION	*L.	The School Board approved Change Order No. 1 in the net deductive amount of ($33,542) for the Lake Howell High School Building restroom addition project.	Item 7
MIDWAY TRANSPORTATION COMPLEX	*M.	The School Board approved the reduction of retainage to five percent on the Midway Transportation Complex Project.	
LHHS RESTROOM ADDITION	*N.	The School Board approved the final acceptance and release of retainage on the Lake Howell High School Restroom Project.	
FIELD TRIP	*O.	The School Board approved student attendance for the field trip listed.	
GALILEO CHARTER SCHOOL INTER-DISTRICT AGREEMENT	*P.	The School Board approved the inter-district agreement as presented.	Item 8
EARLY LEARNING COALITION QUALITY ASSURANCE	*Q.	The School Board approved the contract renewal with the Early Learning Coalition of Seminole for Seminole County Public Schools to be a provider for School Readiness and Voluntary PreKindergarten (VPK) quality services.	Item 9

GIRLS & BOYS CLUBS MEMORANDUM OF UNDERSTANDING

*R. The School Board entered into a Memorandum of Understanding (MOU) with the Boys and Girls Clubs of Central Florida for the *Midway Safe Harbor 21st Century Community Learning Center* (21st CCLC) and the *Westside 21st Century Community Learning Center*. The MOUs are intended to outline the coordination of interactions between the School Board of Seminole County, Florida, and the Boys and Girls Club of Central Florida in the development, monitoring, and evaluation of 21st Century Community Learning Centers at each location. Item 10 Item 11

LOBBYING SERVICES CONTRACT

*S. *Removed from the agenda*

V. ITEMS REMOVED FOR SEPARATE CONSIDERATION

COMPETITIVE SOLICITATIONS

*H. *Replacement item provided in the addendum package.* **Superintendent's Recommendation**: That the School Board approve the recommendations for the competitive solicitations listed. Item 12 Item 13 Item 14

Member Bauer asked that staff request the insurance agent to consider lower its fees (associated with contract extension for insurance agent services).

Board Action: Vice Chairman Pond moved to approve the Superintendent's Recommendation; seconded by Member Almond. The motion passed unanimously.

BOARD: DISCUSSION

VI. BOARD: ITEMS FOR DISCUSSION

Member Calderone hopes that planned usage of the Rosenwald facility will generate revenue. She asked staff to prepare a report of vacant real property.

Chairman Schaffner commended the Food Services Department for managing another successful summer feeding program.

Member Bauer requested a Title IX situational contact person list for each school. She also confirmed that parents have the option to opt out of the district's newly implemented obesity prevention initiative.

Member Almond shared that Bentley Elementary School received $2,500 at the Big Lots Ribbon Cutting Ceremony. Also, Member Almond attended the school transitions team meeting. Casselberry Commissioner Charlene Glancy is leading a program to feed and nurture Casselberry Elementary School students..

PUBLIC COMMENTS

VII. PUBLIC COMMENTS

Brenda Hayes Brown addressed the Board regarding the superintendent search process. She also is concerned that other district's failing schools will create additional student enrollment for SCPS schools resulting in increased transportation costs. Ms. Brown also opposes any increase in millage.

Edward Riordan addressed the Board regarding the superintendent search process.

VIII. UNFINISHED BUSINESS

POLICY 5.30

*A. **Superintendent's Recommendation**: That the School Board adopt the policy titled, "School Student Attendance Zones, Revision of Student Attendance Zones, and Inter-Zone Transfers," 5.30 on an emergency basis for ninety (90) days to allow compliance with State Statute 1003.03, Maximum Class Size.

Board Action: Member Calderone moved to approve the Superintendent's Recommendation; seconded by Member Almond. The motion passed unanimously.

IX. NEW BUSINESS

POLICY 6.84

*A. **Superintendent's Recommendation**: That the School Board preliminarily approve proposed revisions to Policy 6.84, Relationships with Students, and authorize advertisement of the proposed policy.

Board Action: Member Bauer moved to approve the Superintendent's Recommendation; seconded by Member Almond. The motion passed unanimously.

DISCIPLINE PROCEDURES MANUAL

*B. **Superintendent's Recommendation**: That the School Board of Seminole County grant preliminary approval and permission to advertise the proposed revisions to the district Discipline Procedures Manual.

Board Action: Member Bauer moved to approve the Superintendent's Recommendation; seconded by Member Calderone. The motion passed unanimously.

SUPERINTENDENT'S REPORT

X. SUPERINTENDENT'S REPORT

A. Social Media Guidelines
B. Midway Transportation Complex: Board Policy 8.76 Change Order No. 6 — Item 15
C. Transportation Crosswalk Project: Board Policy 8.76 Change Order No. 1 — Item 16
D. Other – None

BOARD MEMBER COMMENTS

XI. BOARD MEMBER COMMENTS

There were no additional comments.

DISCIPLINE HEARING DISPOSITIONS

XII. DISCIPLINE HEARING DISPOSITIONS *(closed session unless parent/ guardian requests open session)*

None

The meeting adjourned at 6:45 p.m.

Bill Vogel, Superintendent

Dede Schaffner, Chairman

SEMINOLE COUNTY PUBLIC SCHOOLS

Special School Board Meeting
August 2, 2011
Minutes

I. CALL TO ORDER by Chairman Dede Schaffner at 5:30 p.m.
Pledge of Allegiance.
Roll Call: All School Board Members (Chairman Dede Schaffner, Vice Chairman Sylvia Pond, and Members Karen Almond, Diane Bauer and Tina Calderone) were present. Also, present were Superintendent Bill Vogel, School Board Attorney Ned Julian, and Deputy Clerk Marcia Duffey.

II. SCHOOL DISTRICT BUDGET CRISIS AND FUNDING OPTIONS
Follow up from the discussion at the July 26, 2011 Joint Work Session with Seminole County Board of County Commissioners

III. BOARD OF REALTORS' SURVEY RESULTS
Frankie Elliott from the Orlando Board of Realtors Association spoke regarding the survey that was done in Seminole County via telephone in June 2011.

IV. PUBLIC INPUT
The following people addressed the Board:

Linda Trocine
Mark Brandenburg
Grant Maloy
Deborah O'Brien
Walter Osborne
Kelli McNair Lee
Sherry Meehan
Anita Carnegre
Ingrid Bryant
Brian Spoon
Sue Carson
KT Caldwell
Michael Mizwicki
Heidi Gooch
Dianne Johnson
Rocky Harrelson
Mary Elizabeth Mcilvane
Richard Creedon
Brenda Hayes Brown
Edward Blacksheare
Melinda Akard
Sharon Rousey
Henry Russell
LuCindy Russell

PUBLIC INPUT
continued

Frank Bracco
Val Woldman
Michelle McCann
Tim Woode *(written comments filed in the record)*
Damon Chase
Kelly Shilson
Sandi Soloman
Ann Clark
Edward Riordan
Tony Gentile
Betty Orooji
Barbara Chambers
Tim Boyden
William Klatt
Kristin Lichtenthal
Rachel Diveta
Patty Rusler
Susan Singer
David Scott
Amy Lockhart
Laura Joralemon
Patricia Guobadia
Tamara Driesse
Jean Hovey
Michelle Tibbetts
Cindy Barson
Jed Downs

Chairman Schaffner recessed the meeting at 9:01 p.m. and reconvened the meeting at 9:11 p.m.

V. OTHER BUSINESS

Following public input, School Board Members discussed the projected budget for 2012/2013 and submitted budget savings suggestions for staff analysis.

VI. ADJOURNMENT at 9:50 pm.

Bill Vogel, Superintendent

Dede Schaffner, Chairman

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **WORK SESSION SUMMARY – JULY 26, 2011** **IV.B.**

Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County accept as part of its permanent record this report of the July 26, 2011 Joint Work Session between the School Board, the Seminole County Board of County Commissioners and Seminole County's city mayors in attendance.

2. Background/Analysis:

School Board Chairman Dede Schaffner called the meeting to order at 7:02 p.m. Attendees present were all School Board Members, Seminole County Commissioners with the exception of Dick Van der Weide, and Seminole County's city mayors. School Superintendent Bill Vogel provided an overview of the various budget reductions the school district has experienced and absorbed to date. Dr. Vogel explained that the school district is facing another budget deficit for the 2012/2013 budget year with an estimated $22 million shortfall. Dr. Vogel shared that SCPS is one of the highest performing school districts in the nation in various areas including academics and return on investment. Executive Director of Finance John Pavelchak provided data regarding the operating budget forecast for 2012/2013. The data explains estimated $22 million net budget deficit for 2012/2013. In summary, during the 2011/2012 budget year, the district experienced a $19,943,350 recurring deficit that was absorbed for one year by using one-time budget savings. For 2012/2013, the net deficit is ~$22 million. Mr. Pavelchak addressed questions posed by Commissioners Brenda Carey and Carlton Henley regarding the retirement costs.

Deputy Superintendent George Kosmac clarified information published in the Orlando Sentinel regarding overbuilding of schools. Mr. Kosmac explained that the information reported in the newspaper included portable and modular classroom student stations. Additionally, the DOE provides a 10 year forecast of student enrollment which drives the building of school houses. Mr. Kosmac answered various questions. The main point that was made is that SCPS has the 57th lowest percentage of vacant capacity of all 67 counties. County Commissioner John Horan confirmed that SCPS could use portable classroom space to close at least three elementary schools by rezoning student bodies to portable classroom space at other schools.

Winter Springs Mayor Charles Lacey asked what approach the school district would take to address the estimated $22 million deficit within existing revenues. First, Dr. Vogel explained the differences between the operating budget and the capital outlay budget. County Chairman Carey shared that the County decided not to pursue an extension of the existing one-cent sales tax because its' transit system is acceptable and an extension would not solve the school district's budget crisis because revenues could not be used for the operation budget. Dr. Vogel addressed Mayor Lacey's inquiry by providing the following budget savings options:

- Raising the temperature from the current set point of 77 degrees
- Raising student teacher ratios at middle and high schools in all classrooms except core curriculum
- Elimination of extracurricular activities and sports programs

- Elimination of summer school
- Additional school closings
- Eliminate magnet school transportation
- Implementing a student attendance calendar with four-day school weeks

School Board Member Karen Almond asked if SCPS was held harmless in education financing as promised by the Florida Legislature. SCPS was not held harmless and many unfunded mandates were implemented. School Board Member Calderone itemized several unfunded mandates including merit pay, transportation, etc.

Discussion took place regarding the percentage of staff reductions since the beginning of the economic decline. SCPS has reduced its staff by 5.7% or 703 positions with 447 of those being non-teaching positions.

Funding options for consideration are to ask voters to increase ad valorem millage (property tax) by 1 mil for school district operations for a period of 4 years; ask voters to renew the County's 1 cent Infrastructure Sales Tax sharing capital funds among the County, cities and school district for a period of 10 years; ask voters to increase ad valorem millage by 1 mil and on the same ballot the County Infrastructure Sales Tax, both for a period of 4 years; or do nothing. County representatives reiterated that it took a majority vote to not pursue a continuation of the Infrastructure Sales Tax. Winter Springs Mayor Lacey went on record that City of Winter Springs Commissioners does not support any tax increase. Discussion took place regarding ballot options the school district could consider. It could place an initiative on a special ballot in November, 2011 or place an initiative on Presidential Preference Primary in March, 2012. If the School Board determines that there is a need to seek voter approval of a millage increase, the County will take necessary action to place the issue on a ballot.

The meeting adjourned at 9:18 p.m.

3. Fiscal Impact:

There is no fiscal impact to the District at this time.

4. Prepared by: Bill Vogel, Superintendent **5. Board Meeting Date** 8/23/11

Attachment(s): None
Back-up not in agenda book: None
Materials for signature: None

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **STUDENT PROGRESSION PLAN 2011-2012** **IV.C.**

Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County adopt the revised policy titled Student Progression Plan as advertised.

2. Background/Analysis:

The Student Progression Plan was submitted at the June 28, 2011 board meeting as an Action Item for approval of the final draft. On July 6, 2011 it was advertised for public input in the Orlando Sentinel. We are requesting the final adoption of the Student Progression Plan 2011-2012 at this time.

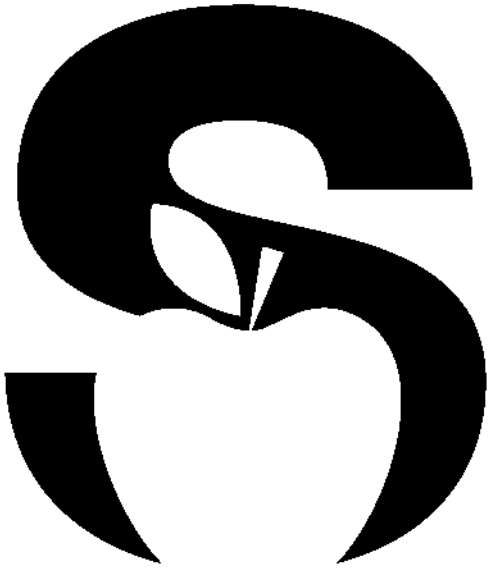
3. Fiscal Impact:

The cost of printing the final document for distribution to the schools.

4. Prepared by: Anna-Marie Cote, Ed.D
Deputy Superintendent
Instructional Excellence and Equity

5. Board Meeting Date 8/23/11

Attachment(s): Student Progression Plan
Supporting information not in agenda book: None
Materials for signature: None



Seminole County Public Schools

STUDENT PROGRESSION PLAN

2011-2012

Seminole County Public Schools

STUDENT PROGRESSION PLAN

School Board Members

Karen Almond
Diane Bauer
Tina Calderone, Ed.D.
Sylvia Pond

Dede Schaffner

Superintendent

Bill Vogel, Ed.D.

Educational Support Center

400 E. Lake Mary Boulevard
Sanford, FL 32773-7127

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ELEMENTARY EDUCATION
(GRADES K-5)

I. ADMISSION, ENROLLMENT, AND TRANSFERS

Florida Statute 1003.03 requires all districts to meet class size. If your student cannot be enrolled at your zone school, your student will be assigned to a school at an alternate location, School Board Policy (5.30, V).

A. ADMISSION

The following policies for admission to Seminole County Public Schools are in effect for all students in Seminole County.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by *Florida Statutes*:

a. proof of date of birth for students; (For acceptable alternates to birth certificates see *Florida Statute 1003.21(4).*
b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional and must be presented for school entry.
d. Kindergarten through 3rd grade immunizations required for entry:
   (1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
   (2) 3-5 doses of polio* (according to age at time of booster);
   (3) 2 doses of MMR;
   (4) 2 doses of Varivax or documentation of chicken pox disease;
   (5) 3 doses of Hepatitis B.
e. 4th through 12th grade:
   (1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
   (2) 3-4 doses of polio (according to age at time of booster);
   (3) 2 doses of MMR;
   (4) 2-3 doses of Hepatitis B (according to age of administration);

*Additional Requirements for Kindergarten

A 5th dose of polio is required if the 4th was administered prior to the 4th birthday

*Additional Requirements for 4th through 10th grade

1 dose of Varivax or documentation of chicken pox disease

Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical, when needed. Immunizations and physicals may be obtained through your physician or the Seminole County Health Department. All necessary documents must be presented for admission.

2. Upon initial admission or **entry** from one attendance zone to another in Seminole County Public Schools, evidence of residence must be presented to

the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

a. owned residence:
   (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
   (2) a copy of a **current** electric bill or initial order for service; and
   (3) one of the following **current** documents:
      (a) auto registration
      (b) driver's license
      (c) voter's registration
      (d) Florida ID

b. rented or leased residence:
   (1) copy of **current** lease, rental agreement, or a notarized letter from the landlord, and
   (2) a copy of a **current** electric bill or initial order for service; and
   (3) one of the following **current** documents:
      (a) auto registration
      (b) driver's license
      (c) voter's registration
      (d) Florida ID

c. non-primary owner or renter (families living with families):
   A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

3. Verifying Residence:

All addresses and changes of address are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Seminole County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by the Executive Director for Elementary Education. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Seminole may be contested as provided by law.

Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

In an effort to ensure that only students who are bona fide residents of Seminole County attend Seminole County Public Schools and additionally that in-county students attend their correct zoned schools, the Seminole County School Board has established an anonymous hotline for reporting suspected out-of-zone students: 407-320-ZONE (9663).

4. Divorced/Separated Parents:

a. Divorced parents:
ONE or more of the following documents:
(1) certified copy of final judgment of divorce
(2) court custody order/parenting plan
(3) court guardianship order
(4) other such document establishing the right of custody

b. Separated parents:
A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to Seminole County Public Schools from Public or Private Schools Within the State:

Before admission to Seminole County Public Schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Seminole County school in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

6. Admission of Part-time Students enrolled in a Home Education Program:

Students who are participating in a home education program in accordance with section *1002.41 Florida Statutes*, or who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students. Such students must register for all classes offered to home school students prior to the start of the grading period they will attend. Home education students and private school students who are excluded from a class at their zoned school due to space limitations may be assigned to another school if space in that class is available. Exceptional students will be provided special education services determined appropriate by the school-based student study team, including the parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

7. Admission of Part-time Students enrolled in a Private School:

Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services. The child seeking entry must meet the same registration requirements

as full-time students. Exceptional education students will be provided special education services determined appropriate by the school-based student study team, including parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Seminole County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the Choices Department, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent under School Board Policy 5.30.

The following guidelines govern the enrollment of students into the elementary schools of Seminole County, Florida:

1. **Kindergarten:**
   Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

2. **First Grade:**
   Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:
   a. regular attendance in a 180-day instructional program.
   b. regular attendance in a three-hour-net instructional day.
   c. attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten.
   d. an official letter or transcript from a proper school authority (to include home school) which shows records of attendance, academic information, and grade placement of the student.

   A student from a private school and/or out of state must document successful completion of kindergarten using SCPS form 493.

3. **Special enrollment requirements exist for:**
   a. students who will attend an elementary school in the Northeast Cluster (Hamilton, Midway, Pine Crest);
   b. students who will attend an elementary school in the Northwest Cluster (Bentley, Crystal Lake, Idyllwilde, Wicklow, Wilson); or
   c. students who are seeking admission to an elementary magnet school.

   Students who live in the Cluster areas or who wish to attend the magnet schools must submit applications and participate in the Random Selection process. ***Applications for students in these special requirement attendance categories are available in the Choices Department at the Educational Support Center.*** Guidelines and more complete details regarding these requirements may be obtained by reading the School Attendance Zones/Student Transfers Policy located on the web page at www.scps.k12.fl.us.

4. **Both parents residing in Seminole County but in different school zones:**

   If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

   For Enrollment: *The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.*

5. **A legal parent not living in Seminole County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Seminole County:**

   The parent residing in Seminole County shall show proof of residency along with the other items required for registration.

6. **A parent residing in Seminole County and requests that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone in order for the student to attend school in that zone:**

   This option is not permitted. The student must enroll in the zoned school based on the residence of the parent.

7. **A parent residing in Seminole County and relinquishes formal legal custody of his/her student to someone (i.e., aunt, friend, grandparent, etc.) residing in a different school zone:**

   Extenuating circumstances must be documented. The guardianship must be due to the fact that the parent is truly not capable of caring for the student. This type of transfer is not available if the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student.

   Once the extenuating circumstances have been validated with legal documentation, the student shall be allowed to enroll in a school zoned for the residence of the legal guardian/custodian.

8. **A parent NOT residing in Seminole County and requests that his/her student live with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district:**

Extenuating circumstances must be documented. If the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer should not be approved.

For Enrollment: *This requires the person with whom the parents request the student to live with to obtain temporary custody. This person and the parents (if possible) must submit directly to the Executive Director of Elementary Education a Student Not Residing with Parents Form (SCPS form #893). A notarized letter from the parents stating why they would like to have the student live with this person must accompany this request.*

9. Students who have been expelled or recommended for expulsion in another school district:

The Seminole County School Board will uphold the expulsion of a student from another school district.

For Enrollment: *The student must appeal to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into Seminole County Public Schools.*

10. Students who have been assigned to or recommended for assignment to an alternative school in another school district:

The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

For Enrollment: *The student must appeal to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into Seminole County Public Schools.*

11. Students placed in a residential facility:

Students placed in a residential facility located in Seminole County, Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Seminole County public school at the expense of the child's county of residence as determined by the residence of the child's parent or parents.

C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT)

Homeless students shall be permitted to enroll in the Seminole County Public Schools. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school. All homeless students are eligible for free breakfast and lunch.

Homeless students may choose to attend the school they attended prior to becoming homeless. Those students who elect to do this shall be provided transportation if

needed. Homeless students may, as an alternative, choose to enroll in the school zoned for the attendance area where they reside.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency.

It is the responsibility of the enrolling school to immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall immediately refer the student to the school nurse for assistance.

For Enrollment: *Refer to SCPS Homeless Students (Families in Transition) Policy found under Chapter 5.00: Students 5.18.*

D. TRANSFERS/WITHDRAWALS

1. Within Seminole County Schools:
Parents will be expected to formally withdraw their child from a previous school before enrolling at another Seminole County public school. The sending school will provide the parent with a copy of the DH680/immunization record from Student Information System and withdrawal form. If there are extenuating circumstances, the principal may deal with this process on an individual basis.

For Enrollment: *The Choices Department must approve an Out-Of-Zone Transfer (Form #1291).*

2. In-State Transfers from Nonpublic Schools to Kindergarten:
Students transferring from a nonpublic Florida kindergarten to the Seminole County Public Schools must be five years of age on or before September 1 and provide proof of immunization and meet first entry to the State of Florida criteria.

3. In-State Transfers from Nonpublic Schools to First Grade:
A child must have successfully completed kindergarten in a nonpublic Florida school, must be six years of age on or before September 1 of the school year in which admission to the first grade is being sought, and meet first entry to the State of Florida criteria.

Students transferring to first grade from a nonpublic kindergarten program will need written verification of successful completion of kindergarten from the nonpublic school attended (SCPS form #493). Students not meeting the above requirements for grade one will be enrolled in kindergarten.

4. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools:

a. Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be based on their previous state's age requirements and shall be in accordance with *Florida Administrative Rule 6 A.1.0985* which states:

b. Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
   (1) official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
   (2) an official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
   (3) proof of immunization;
   (4) proof of date of birth; and
   (5) proof of a medical examination completed within the last twelve months (first time entry into Florida public schools only).

5. Neither the student nor parent(s) reside within Seminole County and the student wishes to transfer into a Seminole County public school while maintaining residence outside of the county:

Students from adjoining counties may not be enrolled in the Seminole County Public Schools.
Exception: A full time site based employee may enroll his/her child at the employee's primary school site as permitted by Policy 5.30. An approved out of zone transfer is required. This type of exception must be renewed and approved through the Choices Department annually.

For Enrollment: *The Choices Department must approve an Out-Of-Zone Transfer (Form #1291).*

6. Grade Placement:
When a student transfers into a Seminole County public school from an out of district public or nonpublic school, the student will be academically screened as per Section II.A.1(b). Testing results will be shared with the parent. **The principal shall have the final decision regarding student placement.**

When a student transfers from a home education program, it will be the responsibility of the principal or principal designee to assess the student's achievement level. The following will be considered by principals for placement of home school students:
a. review of student portfolio
b. review of home school curriculum
c. site based assessment (as per Section II.A.1(b). Students should be given a site based assessment after enrollment)

The principal shall have the final decision regarding student placement.

II. ELEMENTARY SCHOOL INSTRUCTION

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance
The Seminole County Public School elementary curriculum includes the Next Generation Sunshine State Standards (NGSSS) and the Common Core State

Standards. *Florida Statute 1008.25(2)(b)* requires that each district establish district levels of performance for student progression in reading, writing, science, and mathematics for each grade level, that include the state levels of performance on statewide assessments (Florida Comprehensive Assessment Test) as defined by the Commissioner of Education.
Levels for FCAT student proficiency is indicated below:

Subject	FCAT Proficiency
Reading	3.0+
Mathematics	3.0+
Science	3.0+
Writing	4.0+

a. For grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work, observations, tests, district and other assessments, or other relevant information.

b. **It will be the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all Next Generation Sunshine State Standards**. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Next Generation Sunshine State Standards for Kindergarten through Fifth grade, including English Language Learners' (ELLs) and Exceptional Students' Education (ESE) modifications, when necessary. Lesson plans shall be checked regularly by the principal or principal designee. Standards will be consistently taught and assessed throughout the year. Assessment of proficiency will consist of Next Generation Sunshine State Standards Decision Trees found in K-12 Comprehensive Reading Plan, supplemental materials, student work samples, observation of the student's performance, and student self-assessment.

c. Each elementary school shall regularly assess the reading ability of each K-5 student. Reading assessment tools listed on the K-5 Reading Decision Trees are required (See K-12 Comprehensive Reading Plan). State and district diagnostic assessment tools will be used to identify a student's area of academic need. It is the responsibility of the classroom teacher to screen all Seminole County Public Schools' students within 30 school days of entry. The parent of any K-5 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.

d. The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade

level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Response to Intervention (RtI) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions. Interventions for academics and/or behavioral deficiencies will be provided through the Seminole County Public Schools Response to Intervention (RtI) process.

Parents may not refuse remedial/intervention services. A school district has the authority and responsibility to design the student's course code of study. It is the school that is held accountable for the student's progress.

2. Curriculum and Instruction

Each student in grades K-5 will receive regularly scheduled instruction using an integrated approach based on the district adopted curriculum program which includes state/district approved materials and/or textbooks for the assigned grade level and Next Generation Sunshine State Standards/Common Core State Standards (refer to SCPS Instructional Plans). Reading instruction will follow the K-12 Comprehensive Reading Plan. Writing instruction will follow the K-12 District Comprehensive Writing Plan. Mathematics instruction will follow the District's Mathematics Instructional Plan. Included in the K-5 Mathematics Instructional Plan is PRIMES (Program of Rigorous Integrated Mathematics for Elementary Students), a mathematical course designed to ensure that students who are mathematically talented have the opportunity to reach their mathematical potential. The advanced course for 5th grade students encompasses the Next Generation Sunshine State Standards for grades 5 and 6, which will be taught in one academic year. Science instruction will follow the K-5 District Science Instructional Plan. Social Studies instruction will follow the Next Generation Sunshine State Standards and SCPS benchmarks.

The physical education program stresses physical fitness and encourages healthful, active lifestyles and encourages all students to participate. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students subject to the differing capabilities of students. Each student, grades K-5, shall receive at least 30 consecutive minutes of physical education each day on which physical education is offered with a cumulative total of 150 minutes of physical education each week as required by section *1003.455 FL Statutes*.

The requirement shall be waived for a student who meets one of the following criteria:

(1) The student is enrolled or required to enroll in a remedial course;

(2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or

(3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis.

Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

Seminole County Public Schools' primary focus is the teaching of reading/literature, language arts, mathematics, and science. Instruction will also include social studies, physical education, art, and music. Our number one goal is to ensure that every child entering fourth grade is reading and comprehending on grade level. Research based reading and math strategies will be used in all classrooms. This will include a minimum of 90 minutes of uninterrupted literacy instruction, and an additional 30 minutes of intervention instruction for students showing a deficiency based upon instruments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Florida Assessment for Instruction in Reading (FAIR), Scholastic Reading Inventory (SRI), Phonological Awareness Screener for Intervention (PASI), Phonics Screener for Intervention (PSI), etc. A minimum of 60 minutes of math instruction will be included in the school day. The instructional schedule will be at least five hours and fifty minutes.

In addition to initial instruction, immediate intensive intervention (See K-12 Comprehensive Reading Plan Decision Tree which includes the Response to Intervention (RtI) Model is also provided to students who continue to demonstrate any deficiency. Intensive instruction is associated with the following characteristics:

a. diagnosis/prescription
b. specific skill remediation based on error analysis
c. repeated exposure
d. smaller chunks of text or content
e. guided and independent practice
f. integration of skills into all content areas
g. frequent monitoring
h. criterion-based evaluation
i. differentiated instruction

3. School Schedules

Flexibility in designing school schedules is permissible; however the schedule must include a minimum of 90 minutes of uninterrupted literacy instruction, and an additional 30 minutes of intervention instruction for students scoring at a strategic or intensive level on DIBELS or FAIR. A minimum of 60 minutes of math instruction will be included in the school day. The schedule will include a minimum of 150 minutes of physical education per week, with a minimum of 30 consecutive minutes per day on days that physical education is offered. The instructional schedule will be at least five hours and fifty minutes. School

schedules may reflect the integration of subjects, including science, social studies, writing, technology skills, career education, comprehensive health education, creative/critical thinking skills, character education, Spanish or other world language, and other areas deemed necessary to provide an appropriate instructional curriculum for each school.

4. Grouping for Instruction

Providing differentiated instruction for students at all levels is best practice to meet their needs in mastering the Next Generation Sunshine State Standards/Common Core State Standards. Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during a portion of the school day (e.g. within the regular education classroom, or during specials, or lunch, or portion of the school week).

Ability groups are organized according to accelerated needs such as higher-level coursework or remedial needs of individual students. Ability group configurations are flexible and continually monitored for student progress and movement.

Grouping (whole class, within the grade level, and/or across grade levels) arrangements may include but are not limited to:

a. flexible grouping strategies to meet needs of individual student populations;
b. intervention based grouping (Response to Intervention or RtI) determined by screening, diagnostic, progress monitoring, or other assessments;
c. cooperative grouping;
d. small groups of mixed ability, and like ability;
e. ability grouping for portions of school day;
f. multi-age classes;
g. departmentalization;
h. teacher instructing class for multiple years (looping) or team teaching;
i. teaming across grade levels; and
j. other grouping options as described in II. C. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT.
k. other grouping based on qualification for Exceptional Student Education Services;
l. inclusion model/support facilitation for ELL or ESE.

B. DISTRICT LEVEL OF PERFORMANCE

The SCPS district adopted curriculum program includes content specific instructional plans, state/district approved materials and/or textbooks for the assigned grade level and grade level expectations as defined by reading/literature, language arts, mathematics, social studies, and science Next Generation Sunshine State Standards/Common Core State Standards. The district identifies the following areas to be used to determine student progress. Overall student performance on state/district curriculum content is based on proficiency and satisfactory completion of the district adopted textbooks and supplemental materials approved for the assigned grade level and district and state assessments. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Overall student performance on state/district curriculum content is based on proficiency of standards

and district and state assessments. Promotion or retention is based on documentation of student proficiency.

1. **Proficiency in Next Generation Sunshine State Standards/Common Core State Standards**
   Student proficiency is defined by Seminole County Public Schools as the on-going demonstration and application of Next Generation Sunshine State Standards/Common Core State Standards. Students must demonstrate proficiency in reading, writing, mathematics, and science at each grade level as determined by state/district levels of proficiency on state assessments plus local levels of proficiency on district assessments. The independent work of the student will be considered as a criterion in the student's placement decision.

   All elementary math students use the district-adopted, core math curriculum materials. The district-adopted textbook is implemented as the math core for Tier I instruction; however it also includes strategic and intensive content, materials, assessments, and on-line applications that address the intervention and assessment needs of Tier II and Tier III students. On-going progress monitoring is embedded throughout Tier I in the form of beginning, middle, and end of year tests. Additional screening and progress monitoring data is obtained through each chapter pre- and post-test. The pre-test acts as a chapter screener as it informs the instructor about individual students' prior knowledge and helps determine if the available Tier II and Tier III materials should be utilized for that chapter's math concepts.

   The following list includes the indicators used to assess Seminole County Public Schools' students in the content areas. The following criteria includes independent work of the student and should be considered in student placement decisions.

   Language Arts, Reading/Literature
   - Proficiency in Next Generation Sunshine State Standards/Common Core State Standards as reflected by district/school based indicators
   - Florida Assessment for Instruction in Reading (FAIR)
   - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
   - Phonemic Awareness Screener for Intervention (PASI)
   - Phonic Screener for Intervention (PSI)
   - FCAT 2.0 NGSSS Reading
   - FCAT Writing
   - Scholastic Reading Inventory (SRI) Level
   - Developmental Reading Assessment (DRA) Level
   - Writing (i.e. notebook, folder, portfolio, includes writing prompts)

   Math
   - Proficiency in Next Generation Sunshine State Standards as reflected by district/school based indicators
   - FCAT 2.0 NGSSS Math
   - Mid-Chapter Tests, Chapter Review/Tests and Chapter Tests
   - Benchmark Mini-Assessments
   - Big Idea Assessments

Science

- Proficiency in Next Generation Sunshine State Standards as reflected by district/school based indicators
- FCAT 2.0 NGSSS Science

The final decision for grade placement is the responsibility of the principal.

2. Report Cards

All parents will be notified regularly of their child's achievement during the school year. Seminole County will report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading/literature, language arts, science, and mathematics. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The final report card will indicate performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.

Below Grade Level Designation (See K-12 Comprehensive Reading Plan)

a. Students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through RtI and *considered* for possible retention.
b. Students marked below level for reading on the report card must:
   1. be diagnosed and provided remediation through intensive reading instruction as required by K-12 Comprehensive Reading Plan.
   2. based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently.
   3. be considered for possible retention and have this marked in the comment section.
   4. be reassessed by locally determined assessments and through teacher observation at the beginning of the grade following the intensive reading instruction.
   5. continue to be provided intensive reading instruction until the reading deficiency is remedied.
c. Students with report card grades of "D's", "F's", or "N's" in reading/literature, language arts, mathematics, or science should be monitored closely and may be considered for diagnostic assessment. If needed, remediation will be provided through RtI or Individual Education Plan. These students will be considered for possible retention.
d. English Language Learners, two years or less in the program, will not be marked below grade level. (Note: see English Language Learners Procedural Handbook)

3. Testing Proficiency Levels

Each student must participate in assessments as required by *Florida Statute 1008.25*. Examples of such assessments include:

a. SCPS adopted basal assessments grades K – 5;
b. FCAT 2.0 Next Generation Sunshine State Standards–grades 3-5;
c. FCAT Writing grade 4;

d. FCAT 2.0 Science grade 5;
e. alternative assessments;
f. Florida Alternate Assessments for Students with Significant Cognitive Disabilities;
g. Comprehensive English Language Learners Assessment (CELLA) for all English Language Learners (ELL); and
h. other (screeners, progress monitors, diagnostics)

Each student's proficiency levels and academic progress in meeting the desired level of performance will be frequently monitored and reported to parents. This may be done through conferences, grade book reports, report cards, written communication, progress reports, RtI folders, IEPs, and reports from school-based curriculum initiatives, etc.

C. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in kindergarten through fifth grade who do not meet the district levels of performance in reading/literature, language arts, mathematics, or science or students who do not meet the state standards of performance on statewide assessment tests shall be provided remediation. Supplemental and intensive instructional support shall be provided for:

1. grades K-2 students who score in the strategic or intensive range as determined by the FAIR or DIBELS measures.
2. grades 3-5 students who score below grade level proficiency on FAIR and Scholastic Reading Inventory.
3. grades 3-5 students who score at achievement Level 1 on the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) in reading and math.
4. grade 4 students who score Level 1 on the FCAT Writing Assessment.
5. grades K-5 students who demonstrate a deficiency in content areas (science).
6. English Language Learners will have support by the ESOL teacher or ESOL endorsed teacher.

In compliance with the Department of Education (DOE) SCPS has identified the following supplemental and intensive instructional support for implementation:

1. Progress Monitoring

Florida Statute 1008.25 requires a school-wide system of progress monitoring for all students who are deficient in reading, writing, math, and/or science. Strategies to help students achieve academic success will be discussed and documented in parent conferences. Based upon assessments, the areas of academic need for each student will be identified. Information regarding supplemental instructional services and supports through RtI will be provided to the parent during the conference.

2. Supplemental Instructional Support Activities

Tutorial instruction/Summer Learning Camp and/or other instructional support activities may be provided to students in Grades K-5 pending funding and availability of instructors. These services are provided as an opportunity for remediation of the required skills for those students who meet the following criteria:

a. "N" (Grades K-1), "D" or "F" (Grades 2-5) in reading/literature, language arts, math, or science during the previous grading period or progress reporting time;
b. reading below grade level with a Progress Monitoring Plan;
c. classroom teacher recommendation; and
d. FCAT 2.0 Level 1 in reading

III. REPORTING STUDENT PROGRESS

A. REPORT PROCESS

All parents will be notified regularly of their child's achievement during the 36-week school year. The reporting period is to be divided into four nine-week or three twelve-week periods. A progress report will be sent home at the mid-point of the grading period. Every student who is enrolled at a school receives a report card, regardless of the length of the enrollment. The report card becomes a part of the school's permanent records. The report to the parent must include the student's progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. (*Florida Statutes 1008.25(8).* The SCPS (School Board adopted) progress report and report card will be used. A student in attendance for fewer than twenty (20) days, does not have to receive a grade on the progress report/report card for that grading period. A comment should be included on the report card stating that the student has not been in attendance for a sufficient time to be evaluated adequately.

B. REPORT SYSTEM

Reporting to parents shall include:

1. progress report (midpoint of each grading period);
2. kindergarten and grade 1 report card;
3. grade 2-5 report card;
4. a minimum of one documented parent conference should be held in the first 90 days of school;
5. annual reporting of district wide state assessment results:
   a. will be provided to parents in writing in a format adopted by the district School Board;
   b. will be reported to the public as required by state law; and
6. parental notification of reading deficiencies.

C. GRADING CODE

Grades K and 1

S - Satisfactory
N - Needs Improvement

Grades 2, 3, 4, and 5

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

All students in grades K-5 will receive "S" or "N" in the areas of art, music, and physical education.

D. DEPARTMENT OF EDUCATION (DOE) PUBLIC REPORTING (*FL STATUTE 1002.20 and 1008.25)*

In addition to individual student reporting to parents, this statute requires each district to report to the public district wide student achievement and performance.

1. Each district School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:
   a. the provisions of this section relating to public school student progression and the district School Board's policies and procedures on student retention and promotion;
   b. by grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0;
   c. by grade, the number and percentage of all students retained in grades 3 through 10;
   d. information on the total number of students who were promoted for good cause, by each category of good cause; and
   e. any revisions to the district School Board's policy on student retention and promotion from the prior year.

2. Additional reporting to the Department of Education (DOE) shall include:
   a. a report to the DOE, in the manner described by the department, the progress of students in the IAC class at the end of the first semester; and
   b. a report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.

IV. ELEMENTARY GRADE PLACEMENT (K-5)

The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the principal. School personnel will use all available resources to achieve parental understanding and cooperation regarding a student's grade placement including the use of the school-based Student Study Team/Student Assistance Team. Acceleration of students is a practice that covers a wide range of educational strategies. Acceleration may include subject matter acceleration or grade level acceleration. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum.

For grade level acceleration, the principal will review the following documentation before any accelerated placement is considered: social/emotional needs including readiness for higher level achievement, demonstration of a high level of mastery of the current and next grade level curriculum; parent input; teacher input; school history; ability and aptitude for advanced work; and referral for gifted services. Students in 4th and 5th grade that earned a Level 4 or 5 in Reading or Math on the prior year FCAT are eligible to take accelerated courses using virtual school. Parent notification will offer students the option to participate in accelerated coursework. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school. **The final decision for grade placement is the responsibility of the principal.**

The SCPS district adopted curriculum program includes state/district approved materials and/or textbooks for the assigned grade level Next Generation Sunshine State Standards/Common Core State Standards as defined by reading/literature, language arts, mathematics, social studies, and science. Using the district adopted textbooks and supplemental materials, the classroom teacher will provide instruction, as well as assessment, of skills for each area. Assessment of proficiency may include but not be limited to teacher observation, classroom assignments, classroom participation, common assessments, alternative assessments, examinations, work sample reviews, and completion of reading/literature, language arts, mathematics, social studies, and science grade level Next Generation Sunshine State Standards.

A. PROMOTION

Promotion is based on criteria as defined in Section II.B. No student may be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion. Social promotion is defined as the promotion of a student based on factors other than the student achieving the district and state levels of performance for student progress. Other options for promotion may occur at varying times during the school year. (Note: See Exceptional Student Education Section for ESE students.)

B. RETENTION

After consultation with the school administration, a student will be recommended for retention by the school-based Student Study Team/Student Assistance Team or school designated team based on the criteria listed in Section II.B. A student who is retained must be in the RtI process. RtI team members will be defined by the administration, but must at a minimum include the teacher and parent.

Retention decisions are based on more than a single test score. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the school personnel in knowing when a child is academically performing at or above grade level and ready for grade promotion. **The final decision for grade placement is the responsibility of the principal.**

If a student is retained, it must be within an intensive remediation program that is within the RtI process.

Retention of English Language Learners (ELLs)/Limited English Proficient (LEP) students must be determined by a school's ELLs/LEP Committee except in the case of mandatory retention for reading deficiencies in grade 3. (Note: See English Language Learners Procedural Handbook)

V.. MANDATORY GRADE THREE RETENTION (see TIER 2 and TIER 3 of K-12 Comprehensive Reading Plan)

1. If a student's reading deficiency is not remediated by the end of grade three as demonstrated by scoring at Level 2 or higher on FCAT 2.0 in reading grade three, the student must be retained. However, the FCAT 2.0 is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

2. A grade three student with previously identified reading deficiencies cannot be promoted until grade three FCAT 2.0 scores are received and considered.

3. If a third grade student enters the district after the FCAT 2.0 is given, the district cannot promote the student until it has documented that the student is reading at a level comparable to FCAT 2.0 Level 2.

4. A third grader who scores in Level 1 and does not meet "Good Cause" criteria and has not previously been provided remediation **must be retained** and the parent will be notified in writing.

A. GOOD CAUSE EXEMPTIONS FROM MANDATORY GRADE THREE RETENTION (*FL Statute* 1008.25)

1. The district School Board may only exempt students from mandatory retention for good cause as defined by *Florida Statute 1008.25.* Requests for **good cause** exemptions for students from the mandatory retention requirements shall be limited to the following:
   a. English Language Learners who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
   b. students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
   c. students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. SCPS administers SAT 10. The student must score 45% or higher to demonstrate acceptable performance. SAT 10 may be administered after FCAT 2.0. SAT 10 may be administered two times if there is at least 30 days between administrations and different test forms are administered.
   d. students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. The state portfolio guidelines apply to all students including ESE and ELL students.
   e. students with disabilities who participate in the FCAT and who have an individual IEP or a Section 504 Plan that reflects that the student has received the intensive remediation in reading, as required for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
   f. students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon the intervention that includes specialized diagnostic information and specific reading strategies for each student. The district School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

2. To be accepted as meeting the **portfolio option** for demonstrating mastery of the required reading skills, the student portfolio contents must:
   a. be selected by the student's teacher.
   b. be an accurate picture of the student's ability and only include student work that has been independently produced in class.
   c. include evidence that the benchmarks assessed by the grade 3 reading FCAT 2.0 have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text and that are between 100-700 words with an average 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards.
   d. be an organized collection of evidence of the student's mastery of the Next Generation Sunshine State Standards Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT 2.0. For each benchmark, there must be at least three examples of mastery of that benchmark as demonstrated by a grade of 70% or above.
   e. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

B. PROCESS FOR GOOD CAUSE EXEMPTIONS FROM MANDATORY THIRD GRADE RETENTION

In addition to good cause documents, requests for good cause exemptions for students from mandatory retention must include the following:

1. Documentation submitted from the student's teacher to the principal indicating that promotion of the student is appropriate and is based upon the student's academic record. Documentation shall consist of the existing monitoring plan, Individual Education Plan, English Language Learner Plan, report card, standardized reading assessments score reports, and student portfolio, if applicable.

2. The school principal will review the teacher recommendation and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent who shall accept or reject the school principal's recommendation in writing.

C. STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS (*Florida Statute 1008.25*)

1. As required by *Rule 6A-1.094222*, the district has adopted a policy for the mid-year promotion of a student retained in third grade due to a reading deficiency. Specifically, the legislation requires that beginning with the 2004-2005 school year, each school district shall implement a policy for the mid-year promotion of any student retained in third grade who can demonstrate that he or she is:
   a. a successful and independent reader;
   b. reading at or above grade level; and
   c. ready to be promoted to fourth grade.

The legislation further specifies tools that school districts may use in re-evaluating any retained student. These tools include subsequent assessments, alternative assessments, and portfolio reviews in accordance with the rules of the State Board of Education. The state portfolio guidelines apply to all students including ESE and ELL students. The legislation requires that the State Board of Education adopt standards that provide a reasonable expectation that the progress of a student promoted mid-year is sufficient to master appropriate fourth grade level reading skills. Mid-year promotions of retained third grade students should occur during the first semester of the academic year.

2. To be eligible for mid-year promotion, a student must demonstrate that he or she:
   a. is a successful and independent reader as demonstrated by reading at or above grade level;
   b. has progressed sufficiently to master appropriate fourth grade reading skills; and
   c. has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district School Board.

3. Standards that provide a reasonable expectation that the student has met the requirements must include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:
   a. successful completion of portfolio elements that meet state criteria; or
   b. satisfactory performance on a locally-selected state approved standardized assessment.

4. The portfolio elements for **early mid-year promotion** of retained third graders (**day after summer school through last day of October**) are as follows:
   a. be selected by the student's teachers;
   b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
   c. include evidence that the benchmarks assessed by the grade 3 reading FCAT 2.0 have been met. This includes multiple choice items and passages that are approximately 60% literary text and 40% information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's school's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards or teacher prepared assessments that are aligned with the Next Generation Sunshine State Standards;
   d. be an organized collection of evidence of the student's mastery of the Next Generation Sunshine State Standards Benchmarks for Language Arts that are assessed by the grade 3 Reading FCAT 2.0. For each benchmark, there must be at least three **examples** of mastery as demonstrated by a grade of "C" or above;
   e. include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT 2.0. This includes multiple choice items and passages that are approximately 50% literary text and 50% information text, and that are between 100-900 words with an average of 500

words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of 70% percent or better;

f. be signed by the teacher and the principal as an accurate assessment of the required skills.

5. The portfolio elements for **late mid-year promotion** of retained third graders (**November 1st through the last day of the first semester**) must meet the following requirements:
   a. be selected by the student's teacher;
   b. be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
   c. include evidence of mastery of the benchmarks (as demonstrated by a Third Grade Good Cause Portfolio) assessed by the grade 3 Reading FCAT, as required by *Rule 6A 1.094221*, FAC. (the third grade portfolio);
   d. include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice items and passages that are approximately 50% literary and 50% information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of 70% or better;
   e. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

6. To promote a student mid-year using a locally-selected state approved standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade. For example, if a student is being considered for promotion to fourth grade during the third month of the academic year, it is expected that the student exhibits achievement at a 4.3 reading level and demonstrates reading skills equivalent to other fourth graders at that time in the year.

7. A student promoted after October will be reported as a third grader in October and a fourth grader in February.

8. Students promoted mid-year to fourth grade will be included in school grades and AYP based on their results on the fourth grade Florida Comprehensive Assessment Test 2.0 (FCAT 2.0).

VI. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT OF THIRD GRADE RETAINED STUDENTS

A. RETENTION INSTRUCTIONAL SUPPORT

If, upon subsequent evaluation after remediation, the reading deficiency has not been remedied, the student may be retained. Furthermore, retained students who

do not meet minimum state expectations on state assessments must continue to be provided remedial instruction until the expectations are met. If a student is retained, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. Remediation in the areas of reading/literature, language arts, mathematics, or science may require suspension of some portion(s) of the curriculum and an altered instructional day. The allocation of remedial and supplemental instructional resources for students shall occur in the following priority:

1. Students who are deficient in reading by the end of Grade 3.
2. Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.
3. For a student who has been retained for two or more years, an appropriate alternative placement must be provided. Alternative placement should:
   a. be based on the individual student's academic needs in the areas of reading, math, and science as demonstrated by the student's performance on the FCAT 2.0 and in the classroom;
   b. address the individual student's learning style;
   c. provide immediate intensive intervention (iii);
   d. provide more uninterrupted instructional time (more than regular program requirements;
   e. provide for frequent monitoring of the student's progress;
   f. provide READ Initiative (Reading Enhancement and Acceleration);
   g. provide IAC (Intensive Acceleration Class); and
   h. provide TIS (Transitional Instructional Setting).

4. Each school district shall provide the following successful progression provisions for retained third grade students scoring Level 1 on the FCAT 2.0 reading section:
   a. intensive interventions (instruction is deeply concentrated on very specific skills and is systematic and explicit) in reading to improve the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer learning camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.
   b. review of student's RtI folder, English Language Learners Plans (ELLs) or Individual Educational Plans (IEP) for all students who did not score above Level 1 on the reading portion of the FCAT 2.0 and did not meet the criteria for one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.
   c. intensive instructional services and support to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
      (1) small group instruction,
      (2) reduced teacher-student ratios,
      (3) ongoing frequent progress monitoring,

(4) tutoring or mentoring,
(5) transition instructional setting (TIS) containing 3rd and 4th grade students,
(6) extended school day, week, or year,
(7) summer learning camps, and
(8) differentiated instruction.

d. written notification to the parent of any Level 1 retained third grade student who has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
e. mid-year promotion of any Level 1 retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 may occur during the school year. Assessments, alternative assessments, and portfolio reviews may be used to demonstrate that the retained student is reading at or above grade level and may be promoted to grade 4. Students promoted during the school year, after November 1, must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT 2.0 (to be determined by the State Board of Education).
f. a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
g. at least <u>one</u> of the following instructional options must be provided to parents of Level 1 retained third grade students:
   (1) supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
   (2) a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading.
   (3) a mentor or tutor with specialized reading training.
h. referral for evaluation within the year to determine his/her eligibility for special programs.

B. READ INITIATIVE (Reading Enhancement and Acceleration) (See TIER 1 and TIER 2 of K-12 Comprehensive Reading Plan)

The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:

1. be provided to all K-3 student at risk of retention as identified by assessments according to the K-12 District Wide Reading Assessment and Monitoring Timeline. Assessments must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. be provided during regular school hours in addition to the regular reading instruction.
3. provide a state-identified reading curriculum (Harcourt TROPHIES) that has been reviewed by the Florida Center for Reading Research and meets, at a minimum, the following specifications:
   a. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.

b. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
c. provided scientifically based and reliable assessment.
d. provides initial and ongoing analysis of each student's reading progress.
e. is implemented during regular school hours.
f. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

C. IAC (Intensive Acceleration Class) (See TIER 3 of K-12 Comprehensive Reading Plan)

An Intensive Acceleration Class must be provided for retained third grade students who subsequently scored Level 1 on the reading portion of the FCAT 2.0. The focus of the IAC must be to increase a child's reading level at least two grade levels in one school year. The IAC must:

1. be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT 2.0 and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT 2.0 .
2. have a reduced teacher-student ratio.
3. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
4. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
5. provide intensive language and vocabulary instruction using a scientifically research-based program, including collaboration with a speech language therapist.
6. include weekly progress monitoring measures to ensure progress is being made.
7. report to the Department of Education, in the manner described by the department, the progress of students in the IAC class at the end of the first semester.

D. TIS (Transitional Instructional Setting) (See TIER 2 and TIER 3 of K-12 Comprehensive Reading Plan)

1. A student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, shall be provided the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.
2. The intensive acceleration class refers to what is being provided to the student. It should have curriculum delivered at a faster pace than in a general education classroom. This student has been exposed to third grade content for several years. The transitional instructional setting refers to where instruction is provided to the student. This may be a setting with both third and fourth graders in the same classroom. Intensive acceleration can be provided within a transitional instructional setting. They are not mutually exclusive.
3. Parents may not refuse remedial services. A school district has the authority and responsibility to design the student's course code of study. It is the school that is held accountable for the student's progress.

4. In addition to the RtI folder, the report card, progress report, and conference form may be used to substantiate areas of reading deficiency.
5. The evaluation of each student's progress must be based upon a combination of SCPS adopted basal assessments, class work, observations, tests, district and state assessments, portfolio reviews, and other relevant information.

VII. SPECIAL PROGRAMS

A. TITLE I (PART A)

Title I is a federally funded program that provides supplemental resources to improve the education of children in high-poverty schools and enable them to meet the same challenging academic content and performance standards expected from all children. Schools receive a Title I allocation and determine the utilization of the allocation in a manner that will best meet the needs of the individual school. Title I resources are linked with the overall state, school district and individual school reform efforts. Eligible schools are designated as school-wide programs where all children may benefit from the Title I resources.

B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed to meet the immediate linguistic needs, as well as the academic needs of students whose native language is other than English and who have limited or no proficiency in the English language. The students are served by the program as determined by the established criteria and receive instruction as described by the English for Speakers of Other Languages Procedural Handbook which is approved by the Florida Department of Education and the School Board of Seminole County.

C. EXCEPTIONAL STUDENT EDUCATION

Services are available for eligible disabled students from infancy to age 22. For students who are gifted, services are available from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students which is approved by the Florida Department of Education and the School Board of Seminole County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

Exceptional education students who are parentally placed in a private school within Seminole County may receive ESE services based on a Service Plan even if they do not reside in Seminole County. This does not include gifted students who do not reside in Seminole County.

D. HOME/HOSPITAL

This program is available to K-12 students and PreK exceptional education students who are physically or emotionally too ill to attend school. This enables the students to continue their academic instruction in the home or in the hospital. Eligibility is determined by a student study team upon receipt of documentation by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be out of school for three (3) weeks or more, or has a chronic condition requiring extended absences throughout the school year. The change of placement to and from Home/Hospital services is done at the zoned school via the Student Study Team process.

E. VIRTUAL SCHOOL OPTIONS

Seminole County Public Schools offers a full time virtual instruction program (Seminole Virtual Instruction Program) for students in kindergarten through 12th grade. Enrollment in the elementary program (K-5) allows students to work on their courses at home while still being considered full time public school students. Current legislation requires that students reside within Seminole County, were reported as a full time student in a Florida public school the prior school year, and have a "Learning Coach" available full time for supervision and course implementation. Students with a sibling enrolled in the program or enrolling in Kindergarten or the first grade are eligible for immediate enrollment. To enroll in this program, parents must contact the virtual school office.

Parent notification will be given to students in 4th or 5th grade who score a Level 4 or 5 in Reading or Math on the prior year FCAT offering accelerated courses using virtual school. Contact the Seminole Virtual School office for more information.

Because of the full time nature of the program, students are not allowed to take courses at their zoned school (including gifted or enrichment courses). For students with disabilities, the IEP (Individual Education Plan) team must meet prior to enrollment to determine if the special education services on the IEP can be delivered in virtual school. All students are required to participate in state and district testing. Any student enrolling in this program must commit to at least one semester and will need to work with the virtual school office before transferring to another district school.

For enrollment procedures and up to date information regarding eligibility please contact the virtual school office at 407-871-7287 or visit the SCPS website.

SECONDARY EDUCATION
MIDDLE SCHOOL
(GRADES 6-8)

I. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION

The following policies for admission to Seminole County Public Schools are in effect for all students in Seminole County.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by *Florida Statutes*:

a. proof of date of birth for students; (For acceptable alternates to birth certificates see *Florida Statute 1003.21(4).*
b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional and must be presented for school entry.
d. Kindergarten through 3rd grade immunizations required for entry:
   (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required;
   (2) 3-5 doses of Polio (according to age at time of booster);
   (3) 2 doses of MMR;
   (4) 2 doses of Varivax or documentation of chicken pox disease;
   (5) 3 doses of Hepatitis B.
e. 4th through 12th grade:
   (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
   (2) 3-4 doses of Polio (according to age at time of booster);
   (3) 2 doses of MMR;
   (4) 2-3 dose series of Hepatitis B (according to age of administration);
f. Additional requirements for 4th through 10th grade:
   (1) 1 dose of Varivax or documentation of chicken pox disease;
   (2) 7th, 8th, and 9th grade– Tdap booster;
   (3) 10th through 12th grade – Td or Tdap booster.

Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical, when needed. Immunizations and physicals may be obtained through your physician or the Seminole County Health Department. All necessary documents must be presented for admission.

2. Upon initial admission or **entry** from one attendance zone to another in Seminole County Public Schools, evidence of residence and date of birth must be presented to the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

a. owned residence:

(1) copy of the recorded deed (or agreement for deed), or a certified copy of declaration of homestead exemption, and
(2) a copy of a **current** electric bill or initial order for service; and
(3) one of the following **current** documents:
  (a) auto registration
  (b) driver's license
  (c) voter's registration
  (d) Florida ID

b. rented or leased residence:
(1) copy of **current** lease, rental agreement, or a notarized letter from the landlord, and
(2) a copy of a **current** electric bill or initial order for service; and
(3) one of the following **current** documents:
  (a) auto registration
  (b) driver's license
  (c) voter's registration
  (d) Florida ID

c. non-primary owner or renter (families living with families):
A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

d. if applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

3. Verifying Residence:

All addresses and changes of address are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Seminole County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by the Executive Director for Secondary Education. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Seminole may be contested as provided by law.

Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

In an effort to ensure that only students who are bona fide residents of Seminole County attend Seminole County Public Schools and additionally that in-county students attend their correct zoned schools, the Seminole County School Board has established an anonymous hotline for reporting suspected out-of-zone students: 407-320-ZONE (9663).

4. Divorced/Separated Parents:

a. Divorced parents:
ONE or more of the following documents:
(1) certified copy of final judgment of divorce
(4) court custody order/parenting plan
(5) court guardianship order
(4) other such document establishing the right of custody

b. Separated parents:
A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to Seminole County Public Schools from Public or Private Schools within the State:

Before admission to Seminole County schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Seminole County school in which they are enrolling. If a student has ever been in a Florida public school anytime throughout his/her school career, a new physical exam is not required for entry.

6. Admission of Part-time Students enrolled in a Home Education Program:

Students who are participating in a home education program in accordance with section *1002.41*. *Florida Statutes*, may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students, and enroll for and attend at least one regularly scheduled class period at the zoned school. Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education students who are excluded from a class/course at their zoned school due to space limitations may be assigned to another school if space in that class/course is available. Exceptional students will be provided special education services determined appropriate by the school-based student study team, including the parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

7. Admission of Part-time Students enrolled in a Private School:

Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education

services. The child seeking entry must meet the same registration requirements as full-time students. Exceptional education students will be provided special education services determined appropriate by the school-based student study team, including parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Seminole County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the Choices Department, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent under School Board Policy 5.30.

The following guidelines govern the enrollment of students into the middle schools of Seminole County, Florida:

1. **Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.**

2. **Special requirements exist for:**
   a. students seeking admission to Millennium Magnet Middle School;
   b. students seeking admission to Milwee Magnet Middle School;
   c. students seeking admission to Sanford Magnet Middle School, and
   d. students seeking admission to South Seminole Magnet Middle School.

   Students who wish to attend the magnet schools must submit applications and participate in the random selection process. ***Applications for students in these special requirement attendance categories are available in the Choices Department at the Educational Support Center.*** Guidelines and complete details regarding these requirements may be obtained by reading the School Attendance Zones/Student Transfers Policy located on the web page at www.scps.k12.fl.us .

3. **Both parents residing in Seminole County but in different school zones:**

   If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

   For Enrollment: *The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.*

4. **A legal parent not living in Seminole County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Seminole County:**

   The parent residing in Seminole County shall show proof of residency along with the other items required for registration.

5. **A parent residing in Seminole County and requests that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone in order for the student to attend school in that zone:**

   This option is not permitted. The student must enroll in the zoned school based on the residence of the parent.

6. **A parent residing in Seminole County and relinquishes formal legal custody of his/her student to someone (i.e., aunt, friend, grandparent, etc.) residing in a different school zone:**

   Extenuating circumstances must be documented. The guardianship must be due to the fact that the parent is truly not capable of caring for the student. This type of transfer is not available if the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student.

   Once the extenuating circumstances have been validated with legal documentation, the student shall be allowed to enroll in a school zoned for the residence of legal guardian/custodian.

7. **A parent NOT residing in Seminole County and requests that his/her student live with someone other than a parent, (i.e., aunt, friend, grandparent, etc.) and there is no parent living in the district:**

   Extenuating circumstances must be documented. If the student's parent is not suffering from a documented physical, mental, or financial infirmity, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer should not be approved.

   For Enrollment: *This requires the person with whom the parents request the student to live with obtain temporary custody. This person and the parents (if possible) must submit directly to the Executive Director of Secondary Education a Student Not Residing with Parents Form (SCPS form #893). A notarized letter from the parents stating why they would like to have the student live with this person must accompany this request.*

8. **Students who have been expelled or recommended for expulsion in another school district:**

   The Seminole County School Board will uphold the expulsion of a student from another school district.

For Enrollment: *The student must appeal to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into the Seminole County Public Schools.*

9. Students who have been assigned to or recommended for assignment to an alternative school in another school district:

The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

For Enrollment: *The student must apply to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into the Seminole County Public Schools.*

10. Students placed in a residential facility:

Students placed in a residential facility located in Seminole County, Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Seminole County public school at the expense of the child's county of residence as determined by the residence of the child's parent or parents.

C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT)

Homeless students shall be permitted to enroll in the Seminole County Public Schools. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school. All homeless students are eligible for free breakfast and lunch.

Homeless students may choose to attend the school they attended prior to becoming homeless. Those students who elect to do this shall be provided transportation if needed. Homeless students may, as an alternative, choose to enroll in the school zoned for the attendance area where they reside.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency.

It is the responsibility of the enrolling school to immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall immediately refer the student to the school nurse for assistance.

For Enrollment: *Refer to SCPS Homeless Students (Families in Transition) Policy found under Chapter 5.00: Students 5.18.*

D. TRANSFERS

1. Within Seminole County Schools:

Parents will be expected to formally withdraw their child from a previous school before enrolling at another Seminole County public school. The sending school will provide the parent with a copy of the DH680/immunization record from Student Information System, withdrawal form, report card copy, and transcript. If there are extenuating circumstances, the principal may deal with this process on an individual basis.

2. In-State/Out-of-State Transfers:

Any student who transfers from an in-state public or nonpublic school or out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;

b. proof of immunization;

c. proof of date of birth; and

d. proof of a medical examination completed within the last twelve months (first time entry to Florida Public Schools only).

3. State Uniform Transfer of Students in the Middle Grades 6A-1.09942

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

a. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.

b. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (c) of this rule.

c. Alternative Validation Procedure – If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
   (1) Portfolio evaluation by the superintendent or designee;
   (2) Demonstrated performance in courses taken at other public or private accredited schools;
   (3) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
   (4) Demonstrated proficiencies on the FCAT; or
   (5) Written review of the criteria utilized for a given subject provided by the former school.

   Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs c (3) and (4) of this rule if required.

4. Neither the student nor parent(s) reside within Seminole County and the student wishes to transfer into a Seminole County public school while maintaining residence outside of the county:
Students from adjoining counties may not be enrolled in the Seminole County Public Schools.

Exception: A full time site based employee may enroll his/her child at the employee's primary school site as permitted by Policy 5.30. This type of exception must be renewed and approved through the Choices Department annually.

For Enrollment: *The Choices Department must approve an Out-of-Zone Transfer (Form #1291).*

5. Grade Placement:
When a student transfers into a Seminole County public school from a public or nonpublic school, it will be the responsibility of the principal of the previous school to determine grade level placement. From a home education program it will be the responsibility of the principal or the principal's designee of the receiving school to assess the student's achievement level. The principal shall have the final decision regarding student placement.

II. MIDDLE SCHOOL INSTRUCTION

Secondary schools are primiarily designed to serve students in grades 6-12. It is the intent of the Legislature to provide for secondary school redesign so that students are promoted from the 8th grade, have the necessary academic skills for success in high school, and students graduating from high school have the necessary skills for success in the workplace and postsecondary education. Students promoted from the 8th grade will be ready for success in high school and the mission of the middle grades is to prepare students for successful completion of rigorous courses in high school.

The Seminole County Public Schools shall provide all courses required for middle grades promotion and appropriate instruction designed to ensure that students meet the appropriate State Board of Education adopted standards (Next Generation Sunshine

State Standards) in reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

A. REGULAR PROGRAM - GENERAL PROGRAM REQUIREMENTS

1. Student Performance Standards

The Next Generation Sunshine State Standards and the District Performance Standards serve as academic objectives for the Seminole County Public Schools. All core course offerings will align with these standards. For exceptional education students, other than gifted, the IEP team will provide acceptable accommodations for instruction needed for the student to progress in the general curriculum required for student performance.

2. Literacy Skills and Reading Comprehension Strategies

Every teacher, in every course taught at the middle school level, shall provide high quality instruction focused on improving student literacy, reading comprehension strategies, and critical thinking skills.

3. Assessing Mastery

It is the responsibility of the classroom teacher to provide instruction and assess student mastery of applicable Next Generation Sunshine State Standards and other course content. Assessment of mastery will consist of teacher observation, classroom assignments, out of school assignments, and examinations.

4. Grouping for Instruction

Developmentally appropriate and pedagogically sound strategies of grouping students for instruction shall be used to enhance the academic achievement of all students. When scheduling parameters permit, the grouping of students should provide opportunities for the regrouping of students during the school day.

5. Lesson Plans

Each teacher shall develop annual and daily lesson plans for each subject taught. Daily lesson plans shall be submitted in a timely fashion and reflect a continuity of instruction that is aligned with appropriate state standards and district instructional plans. Lesson plans shall be regularly checked by the principal or designee.

6. Middle school students in Seminole County Public Schools shall receive instruction in the following subjects:

a. three years of mathematics; each middle school shall offer an accelerated math curriculum that includes GEM 6th Grade Math, Algebra I Standard, and Algebra I Honors, and Geometry Honors for high school credit. Beginning with the 2011-12 school year to earn high school credit for Algebra I, a middle school student must pass the Algebra l EOC Assessment. Beginning with the 2012-2013 school year, to earn high school credit for Geometry, a middle school student must pass the Geometry EOC Assessment.

b. three years of language arts which shall include experiences in reading, writing, speaking, listening, viewing, and shall emphasize literature, composition, and technical text.

c. three years of science which shall include instruction in life science, earth science, and physical science. Beginning with the 2012-2013 school year, to earn high school credit for Biology l, a middle school student must pass the Biology l EOC Assessment.

d. three years of social studies which shall include the study of government, economics, geography, and history (including World, United States, and Florida history) with one semester in the study of state and federal government and civics education. Beginning with students entering Middle School in the 2012-2013 school year, one of these courses must be a civics education course that a student successfully completes in accordance with *FS 1008.22(3)(c)* and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislature, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. During the 2013-2014 school year, each student's performance on the statewide, standardized end-of-course assessment in civics education shall constitute 30% of the student's final course grade. Beginning in 2014-2015 school year, a student must earn a passing score on the end-of-course assessment in civics education in order to pass the course and receive course credit.

e. one course in career and education planning shall be taught in 7th or 8th grade. The course shall include career exploration using CHOICES for the 21st Century or a comparable cost-effective program, which must include educational planning using the online student advising system known as the Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org. This course shall result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parents. Eighth grade students are also required to complete the electronic Personal Education Planner (ePEP) which is an interactive online tool that enables students to build a high school plan for enrolling in classes specific to their high school that incorporates their post graduation goals into their high school plan.

f. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to *s. 1010.305*. Such instruction may be provided by any instructional personnel as defined in *s. 1012.01(2)*, regardless of certification, who are designated by the school principal.

The requirement in subsection (3) shall be waived for a student who meets one of the following criteria:

(1) The student is enrolled or required to enroll in a remedial course;

(2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or

(3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis.

Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

g. Exploratory/elective/wheel courses shall be regularly scheduled.

7. Scheduling Practices

Flexibility in course scheduling and the delivery of instruction within courses is encouraged (i.e. curriculum integration, block scheduling, ad hoc grouping).

Student deficiencies in the areas of reading and mathematics may require the suspension of some components of the elective or enrichment curriculum described above. The rescheduling of a student's classes to accommodate the inclusion of intensive classes will be done on a case-by-case basis by the principal to best meet the academic learning needs of the student. For exceptional education students, other than gifted, the IEP team will determine remediation strategies to meet the individual needs of the student.

8. The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Response to Intervention (RtI) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions.

B. ADVANCED COURSES

Advanced course work at the middle school level is offered in mathematics (grades 6, 7, and 8), language arts (grades 6, 7, and 8), science (grade 8), and social studies (grade 8).

Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who choose to enroll in advanced classes must commit, in writing, to doing the additional tasks and assignments associated with the more intensive curriculum. Students who fail to maintain a 2.0 average over two consecutive nine-week grading periods in an advanced course may be exited from that course.

Each middle school will provide additional academic support to assist students who are in jeopardy of being exited from an advanced class for failure to sustain the minimum performance expectations.

C. MAGNET PROGRAMS

The Fine Arts and Communication Magnet Program at Millennium Middle School, the Pre-Engineering Magnet Program at Milwee Middle School, the Math, Science, and Technology Magnet Program at Sanford Middle School, and the Leadership and Global Connections Program at South Seminole Middle School are all specifically designed to expose students to a rigorous curriculum that infuses the magnet theme of each school into the daily learning experiences of the students.

D. INTERNATIONAL BACCALAUREATE PREPARATION PROGRAMS

The International Baccalaureate Preparation Program (IB-PREP) is a highly rigorous academic program that emphasizes and integrates research, problem-solving, and critical thinking into a curriculum specifically designed to challenge middle school students. This accelerated program of study is offered as part of the magnet programs at Millennium Middle School, Milwee Middle School, Sanford Middle School, and South Seminole Middle School. The IB-PREP program at each school is designed as part of the continuum to the IB-PREP and International Baccalaureate program offered at Seminole High School.

E. DISTRICT LEVEL OF PERFORMANCE

The district identifies the following areas to be used to determine student progress to the next grade level:

1. a minimum, yearly 2.0 GPA in all courses, and

2. no final course grade of “F” in any core academic course (mathematics, language arts, science, and social studies)

3. objective testing results
   - FCAT Scores in Reading, Writing, Mathematics, and Science

Subject	FCAT Proficiency
Reading	3.0+
Mathematics	3.0+

Science	3.0+
Writing	4.0+

F. PROGRESS MONITORING PLAN

All students must participate in the statewide assessment tests required by *F.S. 1008.22*. For exceptional education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment. Each student who does not meet specific levels of performance as determined by the district school board in reading, mathematics, writing, and science for each grade level, or who scores below Level 3 in reading or math, must be provided with diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan (PMP). A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- a federally required student plan such as an individual education plan
- a school wide system of progress monitoring for all students
- an individualized progress monitoring plan

The plan chosen must assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by *F.S. 1001.62(8*) shall include instructional and support services to be provided to meet the desired levels of performance.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, mathematics, writing, and science must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory student attendance.

Non-fluent readers will be tested with an Oral Reading Fluency (ORF) assessment three times per year. This assessment yields risk levels for students based on norms correlated to FCAT proficiency.

Students are assigned one of three risk levels based on ORF performance. The red level indicates that the student is at high risk of scoring in the non-proficient range on FCAT. The yellow level indicates that the student is at moderate risk of scoring in the non-proficient range on FCAT. The green level indicates that the student is at low risk of scoring in the non-proficient range on FCAT.

In addition to ORF data, all schools will be monitoring the reading Lexile levels of all students three times per year with the Florida Assessment for Instruction in Reading (FAIR).

As required by the district reading plan, after each Lexile and ORF assessment period, data articulation teams will systematically monitor and review student data in order to make decisions about interventions and instruction. Lexile scores and ORF data including risk levels, student progress, class progress, and disaggregated data will be monitored by teachers in the Progress Monitoring and Reporting Network (PMRN).

Based on review of the data, students' intervention plans will be adjusted according to individual need. Such modifications to intervention might include: change in intervention program, change in time for intervention, increased fluency practice, targeted comprehension skill instruction, targeted decoding instruction, diagnostic assessment etc.

G. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in grades 6 through 8 who are not demonstrating progress or who have a Progress Monitoring Plan may be assigned to a supplemental or intensive program during the school day for the purpose of providing immediate instructional support in reading and mathematics. Deficiencies in reading, mathematics, language arts, or science shall have priority placement status.

The allocation of remedial and supplemental instruction resources for students shall occur in the following priority: students who are deficient in reading by the end of Grade 3, followed by students who fail to meet performance levels required for promotion consistent with this progression plan.

Principals may assign students to any one or all of the following supplemental or intensive support programs. Principals have flexibility in suspending any elective or enrichment course in a student's schedule to accomplish this placement. Students assigned to these programs will remain in placement until they have demonstrated sustained grade level or above performance on statewide assessments. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the state-wide assessment tests in reading, mathematics, writing, and science must continue to be provided with supplemental or intensive instructional support until the expectations are met, or the student graduates from high school, or is not subject to compulsory attendance.

1. Intensive Reading

Students who score at Level 1 or Level 2 on the reading portion of the FCAT in the previous grade shall be enrolled in and complete a full year intensive reading course. These courses, as described in the SCPS Comprehensive Reading Plan, have lower class sizes and use scientifically-based interventions to address each student's reading deficiencies based on diagnosis of reading needs. The following student performance data will be used to screen students for appropriate placement in Intensive Reading or Intensive Reading Plus: Oral Reading Fluency (ORF), Lexile, FCAT Success Probability (FSP) as reported by Florida Assessment for Instruction in Reading (FAIR) and teacher observation.

Students who score at Level 3 on the reading portion of the FCAT in the previous grade may be placed in a supplemental or intensive reading class at the discretion of the principal.

A student who scores at Level 1 or 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

2. Intensive Mathematics

All Level 1 and Level 2 math students shall receive supplemental or intensive instructional support the following year, which may be integrated into the student's required mathematics course. Pending course availability, the principal has the discretion to assign students scoring at Level 1 or Level 2 on FCAT Math, or having a failing grade in mathematics, to an intensive mathematics course designed to develop deeper understanding of math concepts and accelerate student learning. Level 1 and Level 2 students with active IEPs will receive instruction based on academic needs as reflected on each student's IEP according to district and state guidelines.

Students who score at Level 3 on the math portion of the FCAT in the previous grade may be placed in a supplemental or intensive math class at the discretion of the principal.

H. VERTICAL ACCELERATION

Middle school students must petition the principal for permission to enroll in an above-grade level course offered by a Seminole County public school or for permission to be promoted to a grade level above the next grade that follows their current placement.

The principal, after consultation with the parent/guardian, guidance counselors, teachers, and the Executive Director of Secondary Education shall determine if placement in an above-grade level course offered by a Seminole County public school or grade level acceleration is appropriate. Factors considered in making this placement decision shall include, but not be limited to, the student's academic history, standardized test performance, current final exam performance, work ethic, level of maturity, level of parental support, and course availability.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses.

I. GREAT EXPLORATIONS IN MATHEMATICS (GEM)

GEM 6th Grade Math is a highly accelerated course of study intended to serve the needs of 6th grade students who are mathematically talented, highly motivated, and mature enough to pursue advanced course work.

The PRIMES program will include all 5th grade Next Generation Sunshine State Standards benchmarks, as well as most of the 6th grade benchmarks. When the

student enrolls in GEM, the content taught will NOT repeat the concepts taught in PRIMES. This content will need to be learned prior to entering GEM in 6th grade.

Students who have successfully completed the PRIMES program in elementary school should be well prepared for the rigor and pace of the GEM program. However, the course is open to any student who has a high degree of interest in mathematics and is willing to commit to doing the work necessary to be successful in this course.

The emphasis in GEM 6th Grade Math is on strengthening mathematics skills and developing understanding of the concepts necessary to be successful in Algebra I Honors to be taken in the 7th grade for high school credit. Students who are successful in the Algebra I Honors course will then be prepared to take Geometry Honors for high school credit in the 8th grade.

Regardless of the level of mathematics taken at the middle school level, all students are required to complete four credits of mathematics while enrolled in grades 9 through 12. For the students successfully completing Geometry Honors in 8th grade the sequence of math courses they can take is: Algebra II Honors in the 9th grade, Pre-calculus in the 10th grade, AP Calculus BC in the 11th grade, and the dual enrollment courses Calculus III and Differential Equations in the 12th grade.

III. SPECIAL PROGRAMS

A. 9TH GRADE TRANSITION PROGRAM

Pending funding, eighth grade students, who are not eligible for promotion at the completion of the regular school year, may be enrolled in a high school summer school transition program. Students successfully completing the high school transition program shall be promoted to the 9th grade, earn one high school elective credit, and be eligible to participate in extracurricular sports and activities the first nine weeks in high school. At the principal's discretion, students who do not successfully complete the high school transition program may be retained in the 8th grade for the following school year or assigned to the 9th grade. If assigned to the 9th grade, the student will not earn one high school credit and will not be eligible to participate in extracurricular sports and activities during the first semester in high school. Promotion decisions will be made on a case-by-case basis.

B. ACADEMIC INTERVENTION PROGRAM

The Academic Intervention Program (AIP) is an alternative to traditional summer school program. Students assigned to the AIP are provided academic and mentor support throughout the school year. As a result, students do not have to wait until the end of the school year before being provided interventions and remedial instruction.

The program includes increased parent involvement, greater individual student accountability, academic interventions, study skills development, and systematic monitoring. The AIP has two distinct phases.

The first phase provides incoming assigned 6th grade students and retained 6th and 7th grade students the opportunity to earn delayed assignment to the next grade level during the first nine weeks or the beginning of the second semester. In order to be eligible to participate in Phase One, parents and students are required to sign a

performance contract agreeing to program expectations related to academics, attendance, and behavior.

Each student is assigned a case manager so immediate and consistent support can be provided throughout the school year. Students meet with their case manager on a regular basis to review and discuss their class grades, attendance, behavior, and overall performance

Phase One students are assigned/retained at their grade level but enrolled in the next higher grade level courses. This allows the students to demonstrate they are capable of being successful at the next grade level and prevents them from falling behind their peers should they successfully complete the requirements for delayed assignment. Students who are not successful in completing the requirements for delayed assignment are retained and returned to classes at the retained grade level.

Phase Two provides support for students identified by administration and guidance as being at-risk of not meeting the promotion requirements during the current academic year, as well as students who have demonstrated academic deficits or study skill deficiencies in specific courses. Phase Two program is designed to prevent end-of-year failures that ultimately result in retention.

C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed to meet the immediate communication needs, as well as the academic needs of students whose native language is other than English and have limited or no proficiency in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. The students will be served by the program as determined by the established criteria and will receive instruction as described by the English for Speakers of Other Languages Procedural Handbook.

D. EXCEPTIONAL STUDENT EDUCATION

Services are available for students with disabilities from infancy to age 22 and for students who are gifted from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P) which is approved by the Florida Department of Education and the School Board of Seminole County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

IV. VIRTUAL SCHOOL OPTIONS

There are three types of virtual education opportunities afforded to middle school students:

1. Full Time – Students may be enrolled full time through Seminole Virtual School (SCVS). Students enrolled with SCVS do not attend a physical school but take courses online to meet the promotion requirements outlined in the Student Progression Plan. For students with disabilities, the IEP (Individual Education Plan) team must meet prior to enrollment to determine if the accommodations indicated on the IEP can be delivered via virtual school. Full time students are required to participate in state and district testing. Students must contact the SCVS office to enroll as a full time student.

2. Concurrent – Middle school students may blend SCVS courses with traditional brick and mortar courses under the following conditions:
    - Approval of the principal and guidance counselor (approval may be contingent upon the ability of the school to provide an appropriate learning space for the student or the ability of the student to leave campus to complete virtual courses at home)
    - Notification to SCVS of approval
    - Number of total courses taken between brick and mortar and SCVS may not exceed seven
    - Students wishing to take virtual school courses beyond the school day or during the summer must take the courses through FLVS
3. Home School - Home school students may enroll in SCVS courses to meet their educational needs. Home school students may enroll in courses through SCVS but must follow the minimum pacing guidelines. Home school students may be withdrawn from the course within the 28-day grace period for non-compliance.

    Virtual school course grades shall be included in the calculation of the middle school GPA. Courses taken with SCVS must be completed by the end of the traditional calendar. Students concurrently enrolled in SCVS courses must provide their zoned school with a final grade on or prior to the last day of the school year. If grades are not available from SCVS at the time GPAs are calculated, the grade for the SCVS course will be entered as "I" and will be calculated as a "0" on a 4.0 scale for the purposes of promotion, assignment and retention.

    Parents who want their child to take a virtual course for the purpose of acceleration shall inform the guidance counselor at the middle school of their decision. However, parents have primary responsibility for selecting appropriate accelerated virtual course work.

    Students must meet course prerequisites prior to enrolling in a virtual course for high school credit. High school credits are not recorded on a student's transcript until the student is officially enrolled in high school.

    SCPS students who have failed the first, second, or third nine-week grading periods of a course at their zoned school of attendance may enroll in the same course of study through virtual school. Virtual school grades do not replace zoned school grades. The grades are independent of each other and are both reported on the student's report card and in course history. However, the principal may take this information into consideration when making promotion, assignment, and retention decisions.

Seminole County Virtual School Contacts:
Main Number 407-871-7287 (57287)
Diane Lewis, Director of Instructional Technology and Virtual School (50157)
James Presley, Assistant Principal (50484)

V. GRADING PROCEDURES

A. REPORTING STUDENT PROGRESS

The school year is divided into four nine-week grading periods. A progress report will be issued for each student in all subjects at the mid-point of each nine-week grading

period. Thereafter, until the end of each grading period, teachers will notify parents if the student's performance drops significantly.

B. SECONDARY GRADING -- MIDDLE SCHOOL

1. Upon completion of each nine-week grading period, a report card will be issued. The report card will depict the student's grade that is based on his/her academic performance in each class that reflects examinations as well as written papers, class participation, and other academic performance criteria, the student's performance or nonperformance at his/her grade level. The report card will also report the student's conduct and attendance, including absences and tardiness.

The final report card will contain a statement indicating end-of-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion, assignment, or retention.

Florida Statute 1003.415 requires the grading system and interpretation of letter grades used in grades 6 through 8 be as follows:

Letter Grade	Percentage Range	Quality Points	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I			Incomplete
NM			No Grade

No plus or minus marks will appear on the report card.

2. The following will be used to determine final grades only:

3.6 - 4.0 = A
2.6 - 3.5 = B
1.6 - 2.5 = C
.75 - 1.5 = D
Below 0.75 = F

3. ELL students identified as "LY" shall be assigned the following quality point value for nine-week grades:

Letter Grade	=	Quality Points
A		4
B		3
C		2
D		1
F		0

No plus or minus marks will appear on the report card.

4. ELL students identified as "LY" shall have their final grades determined as follows:

Letter Grade	=	Quality Points
A		4
B		3
C		2
D		1
F		0

5. The nine-week grade will be determined by the work completed by the student during that grading period.

6. If a final nine-week exam is given, it may be given up to twice the weight of other exams given during that grading period.

7. Final grades for core academic courses and year-long courses will be determined by the average of the nine-week grades. Students must have a minimum of a .75 average to pass a core academic course or a year-long course.

8. Middle school students enrolled in courses for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading – High School). The student's nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student's grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade. Semester exams will not be given. The grading plan will be communicated to the student and parent at the beginning of the course. A numerical grading system shall be used, the components of which are determined by the teacher.

9. Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

10. The yearly GPA is determined by averaging the final grade for each class. The final grade for each class is determined by multiplying the quality point value of the final class grade (A=4, B=3, C=2, D=1, F=0) times the length of the course (Full year = 1.0; Semester = .5).

11. All courses taken in a middle school student's schedule, including courses taken for high school credit, shall be calculated into the student's yearly GPA.

12. Virtual School course grades shall be included in the calculation of a middle school student's yearly GPA. Courses taken with SCVS end with traditional courses. Students enrolled in SCVS courses must provide the school with a final grade on or prior to the last day of the school year. In both cases, virtual school courses will be included in the student's overall GPA. If grades are not available

from SCVS at the time GPAs are calculated, the grade for the SCVS course will be entered as "I" and will be calculated as a "0" for the purposes of promotion, assignment and retention.

13. For the purpose of assigning grades for class work and course grades, numerical scores of .5 and above will be rounded up to the next whole number.

14. Homework assignments shall count no more than 10% of a sixth grade student's nine-week grade, no more than 15% of a seventh grade student's grade, and no more than 20% of an eighth grade student's grade. The percent that homework counts in a class is to be consistent at a school for identically titled courses taught at each grade level.

15. Final student report cards scoring FCAT Level 1 or 2 will indicate that the student is not performing on grade level (subject to receipt of FCAT scores prior to the printing of the final report cards.)

16. Grade Weighting: High school courses taken during middle school shall not be weighted for the purpose of calculating middle school grade point averages. Grade weighted high school credit courses taken at the middle school level shall have the weighted grade applied to the calculation of the high school GPA when the student enters high school.

17. Parents will receive an annual report of their student's progress toward achieving state and district expectations for proficiency in reading, writing, science, and math. The report shall include the student's results on the statewide assessment test. The evaluation of each student's progress must be on the student's classroom work, observations, test, district and state assessments, and other relevant information.

VI. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

A. Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student to obtain missed coursework, confirm corresponding dates for completion, and schedule missed assessments. Daily class participation points shall be deducted for each unexcused absence.

B. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher. Partial credit shall be given for assignments not completed within the time limits established by the teacher.

1. Short-Term Assignments
   a. Short-term assignments are those assignments given less than five (5) school days in advance of a student's absence.
   b. Full credit will be given for those short-term assignments turned in within the reasonable time limits set by the teacher, which shall be no less than the number of days the student was absent, plus one (1) additional day.

c. Partial credit will be given for those short-term assignments turned in after the due date. The teacher will grade short-term assignments turned in late. After the letter grade for the assignment has been determined, the teacher may reduce it by no more than one (1) letter grade for every day the assignment was turned in late.

2. Long-Term Assignments
   a. Long-term assignments are those assignments given five (5) or more school days in advance of a student's absence.
   b. Unless exempted from this requirement by the principal or the principal's designee, in consultation with the teacher, long-term assignments are due on the assigned date for full credit.
   c. Partial credit will be given for those long-term assignments turned in after the due date. The teacher will grade long-term assignments turned in late. After the letter grade for the assignment has been determined, the grade shall be reduced by one letter grade for every day the assignment was turned in late.

3. Tests and Quizzes
   a. Students are required to make-up tests and quizzes missed during an absence. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make-up tests and quizzes missed during an absence. The time and place for the make up is the decision of the teacher. The teacher's decision on make-up schedules shall be final.
   b. The teacher may administer an alternate form test or quiz to assess competency or mastery of subject matter. There shall be no academic penalty imposed for tests and quizzes completed within the reasonable time period set by the teacher. However, if a student fails to make up the test or quiz within the reasonable time period established by the teacher, then the teacher may impose a reasonable academic penalty.

4. Exams
   All nine-week, semester, and final exams must be made up within the reasonable time limits established by the teacher, at minimum, the number of days absent plus one (1) additional day. The teacher may administer an alternate exam to assess competency or mastery of subject matter. The teacher's decision on make up schedules shall be final.

VII. MIDDLE SCHOOL GRADE PLACEMENT

Promotion, assignment, or retention will occur at the completion of the regular school year, or after the completion of a grading period in the subsequent school year, when appropriate. Student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics. The classroom teacher, in conjunction with the principal, has responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade level. School personnel will endeavor to achieve parental understanding and cooperation regarding a student's grade placement. However, the final decision for grade placement rests with the principal. For exceptional students with disabilities on Alternate Assessment, refer to Section V. in the Exceptional Education section of the Student Progression Plan.

A. PROMOTION

Middle school students must earn a yearly 2.0 GPA on a 4.0 scale and are required to pass the final end of the year grade in all core academic courses to be promoted. All courses taken in a school year, including courses taken for high school credit, shall be included in the calculation of the yearly GPA.

Students who fail a core academic course that awards high school credit shall be promoted if they have a GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained. Students who have met all promotion criteria shall be promoted, not assigned, or retained. Supplemental and intensive instructional support can be provided at the next grade level to students who did not perform up to their potential or expectations.

B. ASSIGNMENT

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Students who do not meet the criteria for promotion may possibly be assigned to the next higher grade by the principal after due consideration of relevant factors which may include but are not limited to:

1. input from the student's parent, teachers, and counselor;

2. successful student participation in supplemental or intensive instruction;

3. other planned interventions.

Information will be placed in the student's cumulative folder by the principal supporting the rationale for a student's assignment to the next grade level. A Progress Monitoring Plan must be completed and sent to the receiving school when a student is assigned to the next grade level and has deficiencies in the area of reading or math.

Eighth grade students successfully completing the high school transition program during the summer shall be promoted to the 9th grade. At the principal's discretion, students not successfully completing the high school transition program may be retained in the 8th grade for the following school year or assigned to the 9th grade. This decision shall be made on a case-by-case basis.

C. RETENTION

A student who has not been promoted or assigned is retained. A retained student shall have a Progress Monitoring Plan developed, implemented, and monitored. Retained students will also be assigned to the Academic Intervention Program (see Section III.B.).

D. DELAYED ASSIGNMENT

Retained 6th or 7th grade students who successfully complete Phase One of the Academic Intervention Program (see Section III.B) may be assigned to the next grade level. Delayed assignment decisions will be made the ensuing year at the conclusion of the first grading period or the beginning of the second semester. Retained 8th grade students are not eligible for delayed assignment to the 9th grade due to scheduling and high school credit earning issues. (see Section III.A.).

E. PUBLIC REPORTING (*FL Statute 1002.20* and *1008.25*)

Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

2. By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT.

3. By grade, the number and percentage of all students retained in grades 3 through 10.

4. Information on the total number of students who were promoted for good cause, by each category of good cause.

5. Any revisions to the district School Board's policy on student retention and promotion from the prior year.

VIII. HIGH SCHOOL CREDIT

A. Middle school students may enroll in courses for high school credit on a space available basis when the courses are offered at their middle school or at their zoned high school.

B. Middle school students enrolled in a high school credit course may not drop the course or transfer into a lower level course after the completion of the first nine-weeks grading period.

C. Grade Forgiveness – Middle school students who take any high school course for high school credit and earn a grade of "C", "D", or "F" or the equivalent of "C", "D", or "F", shall be allowed to retake the same or a comparable course and replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned in the course.

Middle school students who earn a grade of "A" or "B" in a high school credit course are not eligible for grade forgiveness.

Middle school students who earn a grade of "C" in Algebra I Honors may retake the same course for the purpose of grade forgiveness and, at the same time, enroll in the Geometry Honors course for high school credit.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. However, all courses taken by a student remain a part of the student's cumulative record and course history. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

D. Grade Weighting – Courses taken during middle school shall not be weighted for the

purpose of calculating middle school grade point averages. Grade weighted high school credit courses taken at the middle school level shall have the weighted grade applied to the calculation of the high school GPA when the student enters high school and will receive the same weighting as courses taken on a high school campus.

E. Grade Flagging – applies only to high school credit courses. Flagging is the practice of dropping elective courses with the lowest grades from the calculation of a student's GPA after graduation. This is done only if they satisfy all state and school graduation requirements.

F. All high school credit math courses (Algebra I, Algebra I Honors, Geometry Honors, etc.) completed in middle school count as elective credits not as math credits since students are required to complete four credits in math while enrolled in grades 9 through 12, regardless of the level of mathematics (for high school credit or not) taken in middle school.

G. Courses taken for high school credit before the 9th grade are not counted by the National Collegiate Athletic Association (NCAA) Clearing House for the purpose of determining post-secondary athletic eligibility.

H. High school credit for courses successfully completed by middle school students shall be awarded upon completion of middle school and official entry into high school.

I. All courses taken at the middle school level for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading – High School). The student's nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student's grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade. Semester exams will not be given. This requirement shall be waived for those courses that are required by the Department of Education to include an End-of-Course Exam in the calculation of a semester or final grade.

J. High school exam waiver policies do not apply to middle school students taking courses for high school credit.

K. Middle school students who fail a core academic course that awards high school credit (for example: Algebra I Honors, Geometry Honors, and Biology Honors) shall be promoted if they have a yearly GPA of 2.0 or greater. Students who do not have a yearly GPA greater than 2.0 shall be retained.

L. Credits are recorded on an official high school transcript from where the student was officially enrolled.

M. (See Secondary Education High School – Section II.I.8 for additional information regarding proficiency requirements).

N. Virtual Courses for High School Credit - Parents of middle school students who want their child to take a high school credit via virtual school shall inform the guidance counselor at the middle school the student attends. However, parents have primary responsibility for selecting appropriate accelerated course work. When applicable, students must satisfactorily complete course prerequisites prior to enrolling in a virtual school course for high school credit.

Students may drop a FLVS course within the official drop date with no penalty. After that date, the grade will be added to the student transcript.

O. Information concerning the three-year and four-year high school graduation options will be provided to middle school students and parents so they may select the program that best fits their needs.

IX. EXCEPTIONS

Individual student exceptions (under highly unusual circumstances) can be made to the Middle School Student Progression Plan. These exceptions will be made only with the approval of the principal and the Executive Director of Secondary Education.

SECONDARY EDUCATION
HIGH SCHOOL
(GRADES 9-12)

I. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION

The following policies for admission to Seminole County Public Schools are in effect for all students in Seminole County.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by *Florida Statutes*:

a. proof of date of birth for students; (For acceptable alternates to birth certificates see *Florida Statute 1003.21(4).*
b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional and must be presented for school entry.
d. Kindergarten through 3rd grade immunizations required for entry:
   (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required;
   (2) 3-5 doses of Polio (according to age at time of booster);
   (3) 2 doses of MMR;
   (4) 2 doses of Varivax or documentation of chicken pox disease;
   (5) 3 doses of Hepatitis B.
e. 4th through 12th grade:
   (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
   (2) 3-4 doses of Polio (according to age at time of booster);
   (3) 2 doses of MMR;
   (4) 2-3 dose series of Hepatitis B (according to age of administration).
f. Additional requirements for 4th through 10th grade:
   (1) 1 dose of Varivax or documentation of chicken pox disease;
   (2) 7th, 8th, and 9th grade – Tdap booster;
   (3) 10th through 12th grade – Td or Tdap booster.

Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical, when needed. Immunizations and physicals may be obtained through your physician or the Seminole County Health Department. All necessary documents must be presented for admission.

g. the Superintendent may require evidence of the age of any child whom he or she believes not to be within the limits of compulsory attendance as provided for by law (*FL Statute 1003.21*) such as:
   (1) a valid/official birth record
   (2) Social Security Card
   (3) copy of final transcript

2. **Upon initial admission or entry** from one attendance zone to another in Seminole County Public Schools, evidence of residence and date of birth must be presented to the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

   a. owned residence:
      (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
      (2) a copy of a **current** electric bill or initial order for service; and
      (3) one of the following current documents:
         (a) auto registration
         (b) driver's license
         (c) voter's registration
         (d) Florida ID

   b. rented or leased residence:
      (1) copy of **current** lease, rental agreement, or a notarized letter from the landlord, and
      (2) copy of a **current** electric bill or initial order for service; and
      (3) one of the following **current** documents:
         (a) auto registration
         (b) driver's license
         (c) voter's registration
         (d) Florida ID

   c. non-primary owner or renter (families living with families):
      A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

   d. if applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

3. **Verifying Residence**
   All addresses and changes of addresses are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Seminole County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation. Changing high school attendance zones may affect athletic eligibility according to the rules and regulations of the FHSAA.

   The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in

their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by the Executive Director for Secondary Education. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Seminole may be contested as provided by law.

Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

In an effort to ensure that only students who are bona fide residents of Seminole County attend Seminole County Public Schools and additionally that in-county students attend their correct zoned schools, the Seminole County School Board has established an anonymous hotline for reporting suspected out-of-zone students: 407-320-ZONE (9663).

4. **Divorced/Separated Parents:**

a. Divorced parents:
   ONE or more of the following documents:
   (1) certified copy of final judgment of divorce
   (2) court custody order/parenting plan
   (3) court guardianship order
   (4) other such document establishing the right of custody

b. Separated parents:
   A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to Seminole County Public Schools from Public or Private Schools within the State

Before admission to Seminole County schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Seminole County school in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

6. Late or Delayed Enrollment of Students who have Attained Age 16

Students seeking to enroll or transfer into the public schools of Seminole County, Florida may enroll at any time, however, those enrolling after twenty (20) days from the first day of any school year and who have not attended school elsewhere in the State of Florida or another state or jurisdiction during the school year of enrollment, **may** be recommended for placement in an appropriate program at Seminole Community College (Adult High School program) by the Superintendent. This policy applies to students who have attained their 16th birthday at the time of, or prior to, enrollment in Seminole County during the semester or grading period of enrollment. This policy does not apply to exceptional education students, or students who will or may qualify for ESE placement, excluding gifted placement.

7. Denial of Admission or Continued Enrollment with Reference to Appropriate Alternative(s)

Seminole County Public Schools is committed to provide students with appropriate educational services through thirteen years from the date of their kindergarten entrance. Services may be provided at the discretion of the principal for a student who is on schedule to graduate by the end of an additional (fourteenth) year.

Services are available for exceptional education students through the semester in which they turn 22 or they earn a standard diploma.

In any instance consistent with the previous provision that admission or continued enrollment is denied, school personnel shall make recommendations for appropriate alternatives that would provide the student with a means to continue his/her education.

8. Admission of Part-time Secondary Students in a Home Education/Private School

Students who are participating in a home education program in accordance with section *1002.41 Florida Statutes*, or who are enrolled in a private school may be admitted to the public schools in this district on a part-time/space available basis. The child seeking entry must meet the same registration requirements as full-time students, and enroll for no more than two courses at the zoned school. Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education/private school students who are excluded from a class/course at their zoned school due to space limitations may be assigned to another school if space in that class/course is available. Exceptional students will be provided services as required by law. Students with disabilities who are parentally placed in a home education/private school in Seminole County may receive ESE services based on a Service Plan, not an IEP (Individual Education Plan), developed by the serving school. (K-12 only)

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Seminole County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the Choices Department, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent under School Board Policy 5.30.

The following guidelines govern the enrollment of students into the high schools of Seminole County, Florida:

1. **Any student who has been officially promoted or assigned to grade 9 will be admitted to high school.**

2. **Special enrollment requirements exist for:**
   a. students who are seeking admission to the Seminole High School International Baccalaureate Magnet Program;
   b. students who are seeking admission to the Seminole High School Academy of Health Careers Magnet Program;
   c. students who are seeking admission to the Lyman High School Institute of Engineering Magnet Program; and
   d. students who are seeking admission to the Crooms Academy of Information Technology Magnet Program.

   Students who wish to attend the magnet programs must submit applications and participate in the Random Selection process. ***Applications for students in these special requirement attendance categories are available in the Choices Department at the Educational Support Center.*** Guidelines and complete details regarding these requirements may be obtained by reading the School Attendance Zones/Student Transfers Policy located on the web page at www.scps.k12.fl.us .

3. **Both parents residing in Seminole County but in different school zones:**
   If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

   For Enrollment: *The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.*

4. **A legal parent not living in Seminole County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Seminole County**

   The parent residing in Seminole County shall show proof of residency along with the other items required for registration.

5. **A parent residing in Seminole County and requests that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone in order for the student to attend school in that zone**

   This option is not permitted. The student must enroll in the zoned school based on the residence of the parent.

6. A parent residing in Seminole County and relinquishes formal legal custody of his/her student to someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone

Extenuating circumstances must be documented. The guardianship must be due to the fact that the parent is truly not capable of caring for the student. This type of transfer is not available if the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student.

Once the extenuating circumstances have been validated with legal documentation, the student shall be allowed to enroll in a school zoned for the residence of his/her legal guardian/custodian.

7. A parent NOT residing in Seminole County and requests that his/her student live with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district

Extenuating circumstances must be documented. If the student's parent is not suffering from a documented physical, mental, or financial infirmity, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer should not be approved.

For Enrollment: *This requires the person with whom the parents request the student to live with to obtain temporary custody. This person, the student, and the parents (if possible) must submit directly to the Executive Director of Secondary Education for high schools at the Educational Support Center a Student Not Residing with Parents Form (Form #893). A notarized letter from the parents stating why they would like to have the student live with this person must accompany this request.*

8. Students who have been expelled or recommended for expulsion in another school district

The Seminole County School Board will uphold the expulsion of a student from another school district.

For Enrollment: *The student must appeal to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into the Seminole County Public Schools.*

9. Students who have been assigned to or recommended for assignment to an alternative school in another school district

The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

For Enrollment: *The student must apply to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into the Seminole County Public Schools.*

10. Students placed in a residential facility:

Students placed in a residential facility located in Seminole County, Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Seminole County public school at the expense of the child's county of residence as determined by the residence of the child's parent or parents.

C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT)

Homeless students shall be permitted to enroll in the Seminole County Public Schools. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school. All homeless students are eligible for free breakfast and lunch.

Homeless students may choose to attend the school they attended prior to becoming homeless. Those students who elect to do this shall be provided transportation if needed. Homeless students may, as an alternative, choose to enroll in the school zoned for the attendance area where they reside.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency.

It is the responsibility of the enrolling school to immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall immediately refer the student to the school nurse for assistance.

For Enrollment: *Refer to SCPS Homeless Students (Families in Transition) Policy found under Chapter 5.00: Students 5.18.*

D. TRANSFERS

1. Within Seminole County Schools

Parents will be expected to formally withdraw their child from a previous school before enrolling at another Seminole County public school. The sending school will provide the parent with a copy of the DH680/immunization record from Student Information System, withdrawal form, report card copy, and transcript. If there are extenuating circumstances, the principal may deal with this process on an individual basis.

2. In-State/Out-of-State Transfers

Any student who transfers from an in-state public or nonpublic school or out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;

b. proof of immunization;

c. proof of date of birth; and

d. proof of a medical examination completed within the last twelve months (first time entry into Florida Public Schools only).

3. Neither the student nor parent(s) reside within Seminole County and the student wishes to transfer into a Seminole County public school while maintaining residence outside of the county

Students from adjoining counties may not be enrolled in the Seminole County Public Schools.
Exception: A full time site based employee may enroll his/her child at the employee's primary school site as permitted by Policy 5.30. An approved out of zone transfer is required. This type of exception must be renewed annually.

For Enrollment: *The Choices Department must approve an Out-of-Zone Transfer (Form #1291).*

4. Grade Placement

When a student transfers into a Seminole County public school from a public or nonpublic school, it will be the responsibility of the principal of the previous school to determine grade level placement. From a home education program it will be the responsibility of the principal or principal's designee of the receiving school to assess the student's achievement level. The principal shall have the final decision regarding student placement.

5. Transfer of High School Credits

a. All evidence of work or credits earned at another school, community college, or university offered for acceptance will be based on an official transcript authenticated by the proper school authority.

b. Work or credits from all schools or institutions will be accepted at face value, subject to validation if required by the receiving schools accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

c. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in

each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

d. Alternative Validation Procedure - If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
   (1) Portfolio evaluation by the superintendent or designee;
   (2) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
   (3) Demonstrated performance in courses taken through Early College (Dual Enrollment) or at other public or private accredited schools;
   (4) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
   (5) Demonstrated proficiencies on the FCAT; or
   (6) Written review of the criteria utilized for a given subject provided by the former school.

   Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (d) (4) and (d) (5) if required.

e. The requirements of the School Board will not negatively affect transfer students provided the student has met all requirements of the school district or state from which he/she is transferring and provided that the student was enrolled elsewhere for at least one (1) grading period. A student must meet Seminole County Public Schools' graduation requirements for the grading periods including passing scores on required FCAT tests.

f. In cases where students are unable to provide an official letter or transcript, it will be the responsibility of the principal to assign credit. Comprehensive tests may be required.

6. Home School

a. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

b. In order to receive credit for any course completed within the past year, a student shall pass a school-based competency exam if an examination is available for the subject. For those subjects where a test is not available, a curriculum outline, materials utilized, samples of work generated, and an indication of time devoted to study of the course shall be required.

c. In order to receive credit for any course completed prior to the past year, the principal/designee shall use discretion in determining whether a final examination shall be required.

d. Credit granted for courses shall receive Pass/Fail grades only.

e. Credit for courses shall not carry the Honors designation. However, should a student earn an A or B on a school-based competency exam in an Honors course, the Honors designation will be provided. (The student would receive a "Pass" grade). The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.

f. Home education students transferring into Seminole County Public Schools must be full-time enrolled students during their last academic year prior to graduation and must earn a minimum of seven credits during their Seminole County district high school enrollment in order to receive a diploma from the district. These seven credits must include one credit for English, one credit for math, and one credit for a lab science. If a home education student has earned the aforesaid credits in the district prior to his/her senior year and has attained prior permission from the appropriate high school principal to be enrolled in a home school program during the "last academic year," the residency requirement of the senior year may be waived.

g. Students with credit awarded for home education programs shall be eligible to be ranked in their graduation class only if a minimum of fourteen credits has been earned in the district high school.

h. No class honors/awards or class ranking shall be permitted for a transferred home education student with fewer than 18 credits earned in a district high school prior to their seventh semester. Credits while being home schooled will be converted into letter grades for computing top ten purposes only so that all such recognition will be based on 26 credits.

i. Home education students may participate in Early College (Dual Enrollment), Seminole County Virtual School (SCVS) and Florida Virtual School (FLVS), career and technical Early College (Dual Enrollment), early admission, and credit by examination. Credit earned by home education students through Early College (Dual Enrollment) shall apply toward the completion of a home education program that meets the requirements of *s. 1002.41, F.S.*

j. A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on the district's attendance area policy and provided the student meets the requirements of the home education program. *s. 1002.41, F.S.*

The home education information number is 407-320-9329.

II. COURSE OF STUDY

A. STUDENT PERFORMANCE STANDARDS

1. Seminole County Public Schools shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet the State Board of Education adopted standards (Next Generation Sunshine State Standards) in reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The Next Generation Sunshine State Standards will be incorporated into all district standards and academic objectives.

2. It will be the responsibility of the classroom teacher to provide instruction and assessment of student mastery of the district standards and academic objectives in each course. Assessment of mastery will consist of teacher observation, classroom assignments, and examinations. The statewide test, the Florida Comprehensive Assessment Test (FCAT), will also be administered to ensure mastery.

3. The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day. In order to participate in interscholastic, extracurricular student activities, a student must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required by statute for high school graduation *s.1003.43(1), F.S.*

   Courses taken for high school credit before the 9th grade are not counted by the National Collegiate Athletic Association (NCAA) Clearing House for the purpose of determining post-secondary athletic eligibility.

B. REQUIREMENTS FOR GRADUATION

Students receiving a high school diploma from Seminole County Public Schools must meet the following requirements:

Requirements for 9th Grade Students entering in 2010-11 and thereafter

9TH graders entering in 2010-11 and thereafter must meet all Florida Department of Education testing requirements, earn a minimum of 2.0 GPA, and complete the following course sequence:

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	English I, II, III, IV or higher level courses
Mathematics	4 credits	To include Algebra 1, Geometry, Algebra 2 or higher. All four math credits must be earned in 9th-12th grade
Science	4 credits	Three credits must be earned in courses with a lab component one of which must include Biology*
Social Studies	3 credits	To include World History, American History, American Govt. (1/2) and Economics (1/2)
Physical Education	1 credit	To include Personal Fitness (1/2) and PE elective (1/2 credit)
Fine/ Performing Arts	1 credit	
Electives	9 credits	College bound students are highly recommended to complete a minimum of two credits in the same World Language

Mandatory		Students must successfully complete Intensive Reading and/or Intensive Math as required and as stated on page 73 of the Student Progression Plan *s.1003.428 (2)(c) (d) F.S.*

*9th graders entering Seminole County Public Schools in 2013-14 and thereafter will be required to pass Chemistry or Physics in order to graduate.

SCHOLARS WITH DISTINCTION - Students entering 9th grade in 2010-11 and thereafter who meet the advanced requirements listed below, in addition to meeting all requirements for a Seminole County Public HS Diploma, will be designated a scholar with distinction.

- Cumulative weighted 3.75 GPA
- Completion of 3 years in the same World Language (three consecutive levels) **AND**
- Completion of 6 credits in Advanced Placement or International Baccalaureate classes with "A" and "B" grades (up to two "A" and "B" credits earned in Dual Enrollment may be applied to this requirement) **AND**
- Completion of 1 credit in Experimental Research (or equivalent) with an "A" or "B" or completion of an Extended Essay, Senior Portfolio, Senior Project, 4th year of same World Language, or 1 additional Advanced Placement or Dual Enrollment credit.

High School Testing/Graduation Requirements by 9th Grade Year of Entry (Subject to state statute adjustment)				
9th grader in…	2010-11	2011-12	2012-13	2013-14
Graduation Require-ments	• Gr. 10 FCAT 2.0 Reading: Level 3 • Algebra 1 EOC** 30% of Course Grade*	• Gr. 10 FCAT 2.0 Reading: Level 3 • Algebra 1 EOC: Level 3 • Geometry EOC 30% of Course Grade* • Biology EOC 30% of Course Grade* • FCAT Writing Level 4***	• Gr. 10 FCAT 2.0 Reading: Level 3 • Algebra 1 EOC: Level 3 • Geometry EOC: Level 3 • Biology EOC: Level 3 • FCAT Writing Level 4***	• Gr. 10 FCAT 2.0 Reading: Level 3 • Algebra 1 EOC: Level 3 • Geometry EOC: Level 3 • Biology EOC: Level 3 • FCAT Writing Level 4***

This requirement does not apply to students who complete the course prior to this year.

***** Florida End-of-Course (EOC) Assessments will be taken on the computer at the conclusion of the specific course.***

******The 10th grade FCAT Writing test will count as a test grade the fourth nine-weeks of English 2. The test shall not count more than 15% of a student's grade. The following conversion is to be used: 6.0 = 100, 5.0 = 95, 4.0 = 84, 3.0 = 74, 2.0 = 64, 1.0 = 59***

◊ The Elementary and Secondary Education Act (ESEA) peer review guidance provides for middle school students' scores in a high school course to be "banked" for use in determining the high school's AYP. ESEA does not allow for middle school students' scores in high school courses to be used in determining AYP for middle schools. Subject to state statute adjustment.

Requirements for Students Entering High School Prior to Aug. 2010

Students will follow the requirements that were in place when they entered their high school (six or seven period schedule).

English	4 credits	English I, II, III, IV or higher level courses
Mathematics	4 credits earned in grades 9-12	One credit must be in Algebra 1 or higher
Science	3 credits	Two of the courses must have a lab component
Social Studies	1 credit	World History--Grade 10

	1 credit	American History--Grade 11
	1/2 credit	American Government--Grade 12
	1/2 credit	Economics--Grade 12
Physical Education	1 credit	½ Personal Fitness, ½ PE
Practical Arts/ Performing Fine Arts	1 credit	Elective – including Debate and Speech
Electives/Intensive Reading and Math	8 credits (six period schools) 10 credits (seven period schools)	Students scoring at Level 1 or 2 on the FCAT Reading are required to complete Intensive Reading. Students scoring at Level 1 or 2 on FCAT Math are required to complete Intensive Math. Level 2 students remediation may be integrated into the student's required mathematics course.
State Assessment Requirements		Passing scores on the Grade 10 FCAT, or if not passing after three attempts, scores on a standardized test (ACT or SAT) that are concordant with passing scores on the FCAT

1. **Course Waivers/Substitutions**
   a. Please see high school guidance counselor regarding the waiver/substitution options.
   b. Students using a waiver or substitution may need to substitute other courses to meet the required number of credits for graduation.

Course	Waiver/ Substitution applies to
Athletic Participation: Students who participate in interscholastic sports at the junior varsity or varsity level for two years (2 full seasons) and pass the competency test on personal fitness with a grade of "C" or better shall satisfy the ½ credit of Personal Fitness and ½ credit of elective physical education. • Students must not have taken or be enrolled in the Personal Fitness course to be eligible for the waiver.	Physical Education graduation requirement including Personal Fitness
Marching Band: Completion with a grade of "C" or better of one semester in an official marching band class (Band I – VI) or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy the ½ credit of elective PE credit. The student must still take Personal Fitness. • This waiver may not be combined with the waiver for Personal Fitness through athletic participation. • Marching band season is the first semester of the year only.	Physical Education graduation requirement but not Personal Fitness
Dance: Students who complete a semester of dance may satisfy the ½ credit in physical education or ½ in performing fine arts (may not count for both requirements). This may not be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.	Physical Education graduation requirement but not Personal Fitness or Performing Fine Art
JROTC/Performing Fine Arts/Physical Education: Completion of two years in a ROTC class, a significant component of which is drills, shall satisfy the one credit requirement in physical education (not Personal Fitness) and the one credit requirement in performing arts.	Physical Education graduation requirement (not Personal Fitness) and Performing Fine Arts
JROTC/Physical Education: A grade of "C" or better in a ROTC class, a significant component of which is drills, shall satisfy the ½ credit requirement in physical education. This may not be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.	Physical Education graduation requirement but not Personal Fitness
JROTC/ Marine Science: Upon completion of the JROTC Maritime	Science graduation requirement

Science program (Air Force, Coast Guard, or Navy), including Maritime Science I, II, III, and IV, students may substitute on a curriculum equivalency basis, one JROTC credit for Marine Science I to satisfy one of the three science requirements needed for graduation.	
JROTC/ Physical Science: Upon completion of the JROTC Naval Science program, including Naval Science I, II, and III, or the JROTC Aerospace Science program including Aerospace Science I, II, and III, students may substitute on a curriculum equivalency basis, one JROTC credit for Physical Science to satisfy one of the three science requirements needed for graduation.	Science graduation requirement

2. Transfer Students from Out-of-State and Out-of-Country

Students who enter 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the Grade 10 FCAT, specified in *s. 1008.22(3), F.S*., or an alternate assessment as specified in *s. 1008.22(10), F.S*.

Students who have met all requirements for the standard high school diploma except for the passage of the Grade 10 FCAT or earn a concordant score on the ACT or SAT by the end of grade 12 will be provided the following learning opportunities:

a. Participation in an accelerated high school equivalency diploma preparation program during the summer.
b. Upon receipt of a certificate of completion, be allowed to take the Computer Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.
c. Participation in an adult general education program as provided in *s. 1004.93, F.S.*, for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
d. Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receivng such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

3. Graduation Options

a. Students who enter grade 9 may select one of the following THREE HIGH SCHOOL GRADUATION OPTIONS:

(1) Completion of the general requirements for high school graduation pursuant to *s. 1003.43 (IIB1);*

(2) Completion of a **three-year standard college preparatory program** requiring successful completion of a minimum of eighteen (18) academic credits in grades 9 through 12. At least 6 of the eighteen (18) credits required for completion of this program must be received in classes that are honors, Early College (Dual Enrollment), Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to *s. 1009.531 (3)*, or weighted by the district school board for class ranking purposes. The 18 primary credits required for completion of this program shall be distributed as follows:

Requirements for Three-year Standard College Preparatory Program

SUBJECT	CREDITS	DESCRIPTION
English	4	English I, II, III, IV or higher level courses with major concentration in composition and literature
Mathematics	4	Algebra I level or higher from list of courses that qualify for state university admission ,Algebra EOC assessment will constitute 30% of final course grade, and Geometry
Natural Science	3	Two must have a laboratory component, beginning in 2011-12 one must be Biology 1 and EOC assessment will constitute 30% of final course grade
Social Science	3	World History (1), American History (1), American Government 1/2, Economics 1/2
Foreign Language	2	Same Second Language
Electives	3	Academic electives as defined by the university system – Level three courses or above
State Assessment Requirements		Passing scores on the Grade 10 FCAT, if not successful satisfy with a concordant score on a standardized test (ACT or SAT)

Or

(3) Completion of a **three-year career preparatory program** requiring successful completion of a minimum of 18 academic credits in grades 9-12. The 18 primary credit requirements shall be distributed as follows:

Requirements for Three-year Career Preparatory Program

SUBJECT	CREDITS	DESCRIPTION
English	4	English I, II, III, IV or higher level courses with major concentration in composition and literature
Mathematics	4	One must be Algebra I, Algebra EOC assessment will constitute 30% of final course grade, and Geometry
Natural Science	3	Two must have a laboratory component, beginning in 2011-12 one must be Biology 1 and EOC assessment will constitute 30% of final course grade
Social Science	3	World History (1), American History (1), American Government (1/2), Economics (1/2)
Vocational, Career Education	3 or 5	Single Vocational or Career Education or Career and Technical Certificate Early College (Dual Enrollment) Program Vocational or Career Education
Electives	2 unless five credits are	Any

	earned in Vocational or Career Education	
State Assessment Requirements		Passing scores on the Grade 10 FCAT, if not successful satisfy with a concordant score on a standardized test (ACT or SAT)

Prior to selecting a program, the following requirements must be met:

- Designated school personnel shall meet with the student and student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the three-year accelerated graduation program.
- The student shall have achieved at least an FCAT reading achievement level of three (3), an FCAT mathematics achievement level of three (3), and an FCAT writing score of four (4) on the most recent FCAT assessments taken by the student.

Selection of one of the graduation options must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent. This deadline is extended to the end of a student's first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general graduation option (II.B.1) in accordance with state and school graduation requirements.

Students pursuing accelerated three-year high school graduation options are required to:

- Earn passing scores on the FCAT as defined in *s. 1008.22 (3)(c)* or scores on a standardized test that are concordant with passing scores on the FCAT as defined in *s. 1008.22(10).*
- Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option, or
- Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated three-year high school graduation option.
- Receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated three-year high school graduation option.
- Receive a weighted or unweighted grade that earns at least 2.0 point, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option.

Weighted grades shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to *s. 1009.531(3)* or weighted by the district school board for class ranking purposes.

If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

- The requirements that the student is not currently meeting.
- The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- The right of the student to change to the four-year program (II.B.1).

A student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program (II.B.1) if the student:

- Exercises his or her right to change to the four-year program.
- Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10.
- Does not achieve a score of 3.0 or higher on the grade 10 FCAT Writing assessment.
- By the end of grade 11 does not meet the requirements of s. 1003.429(1) and (6).

4. Acceleration Coursework

At the beginning of each school year and prior to ninth grade parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early College (Dual Enrollment), and Florida Virtual School courses.

5. International Baccalaureate Diploma Program

Graduation requires successful completion of either a minimum of 26 credits in Grades 9 through 12 or an International Baccalaureate curriculum. To fulfill the minimum requirements for the IB curriculum and the Bright Futures Scholarship, the following courses are needed:

SUBJECT	CREDITS	IB	DESCRIPTION
English	4	Group 1	Any level two or three course, must include at least one AP or IB course
Foreign Language	2	Group 2	Any level two or three course in the same language
Social Studies	3	Group 3	Any level two or three course, must include at least one AP or IB course
Theory of Knowledge	1		Required of all students
Science	3	Group 4	Any level two or three course (Biology I or higher), must include at least one AP or IB lab course
Mathematics	4	Group 5	Any level two or three course (Algebra I or higher), must include at least one AP or IB course
The Arts/Electives	9	Group 6	Electives may include music, a third modern language, a second subject from Group 3 or Group 4, Advanced Mathematics SL, a school-based syllabus approved by the IBO, or any course listed in the *Course Code Directory* for which high school credit is granted. Must include at least one AP or IB course.

To fulfill the State of Florida requirements for the IB Diploma Curriculum, students must complete all End of Course assessments as required by the state and all internal and external assessment requirements for the IB Diploma, including a completed extended essay and completion of the CAS program (creativity, action and service). If a student leaves the International Baccalaureate Program, he/she must then meet all graduation requirements and End of Course exams as specified by the Florida Statute and the Seminole County Student Progression Plan.

C. DEFINITION OF A HIGH SCHOOL CREDIT

One (1) full credit for high school graduation is defined as a minimum of 135 hours or two semesters of sixty-seven and one half (67.5) hours (with the exception of summer school), of bona fide instruction in a designated course which contains student performance standards. Students must be enrolled and in attendance for the minimum hourly requirement of each course. *(Refer to Attendance Policy)*

Any student who has been enrolled but not in attendance for instruction for the minimum hourly requirements may not be awarded credit. *(Refer to Attendance Policy)*

The principal shall determine credit for students who enroll after the start of the school year.

D. GRADE CLASSIFICATION OF STUDENTS

High school graduation requirements – Students will follow the requirements that were in place when they entered their high school (six or seven period schedule).

Seven Period Schedule	
9th Grade Student	Having been promoted or assigned from 8th grade
10th Grade Student	Having earned 6 credits
11th Grade Student	Having earned 12 credits
12th Grade Student	Having earned 19 credits
Graduation	Having earned 26 credits

Six Period Schedule	
9th Grade Student	Having been promoted or assigned from 8th grade
10th Grade Student	Having earned 5 high school credits
11th Grade Student	Having earned 11 high school credits
12th Grade Student	Having earned 17 credits
Graduation	Having earned 24 credits

Mid-year promotion is permitted when students earn the appropriate number of credits to join their cohort and are in the appropriate English class for that cohort.

Students will receive one-half (½) credit for each semester course satisfactorily completed.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

No credit will be granted for non-interscholastic athletic extracurricular activities, or any course which is not listed in the Course Code Directory.

E. ASSESSMENT AND REMEDIATION

Each student must earn passing scores on the FCAT as defined in *s. 1008.22(3)©, F.S.* or earn a concordant score on the ACT or SAT after attempting the 10th grade FCAT as defined in *s. 1008.22 (10), F.S.*

Levels for FCAT student proficiency are:

Subject	FCAT Proficiency
Reading	3.0+
Mathematics	3.0+
Science	3.0+
Writing	4.0+

FCAT Concordant Scores		
Assessment	**Reading**	**Mathematics**
FCAT	1926	1889
ACT	18	15
SAT	420	370

For college ready scores see II. F. 3.

1. Each student who does not meet specific levels of performance as determined by the district School Board in reading, writing, science and mathematics for each grade level, or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

2. The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
   - a federally required student plan such as an Individual Education Plan;
   - a schoolwide system of progress monitoring for all students; or
   - an individualized progress monitoring plan.

   The plan chosen must be to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by *s. 1011.62 (8)* shall include instructional and support services to be provided to meet the desired levels of performance.

3. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with intensive or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

4. ESE FCAT Waiver

   Students with disabilities who are seniors and meet the following criteria may be considered for a waiver from passing the Grade 10 Florida Comprehensive Assessment Test (FCAT) (*Florida Statute 1003.43):*
   a. have a current individual education plan (IEP).
   b. meet graduation credit requirements and a cumulative 2.0 grade point average/documentation of participation in intensive remediation for FCAT Reading and or FCAT Math.

c. have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (for example, once in grade 10 and once in grade 11) A student is eligible for consideration for the waiver if the student has not earned a passing score on the 10th grade FCAT after one opportunity in 10th grade and one opportunity in 11th grade. Participation in the spring administration of the FCAT during 12th grade is recommended.
d. demonstrated mastery of Grade 10 Next Generation Sunshine State Standards.
e. obtain the recommendation from the student's IEP team for a waiver. The IEP team will meet and complete the FCAT waiver process.

5. The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Response to Intervention (RtI) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions.

F. INTENSIVE REQUIREMENT

1. All students in grades 9 and 10 who score Level 1 or 2 on the Florida Comprehensive Assessment Test (FCAT) will be placed in an Intensive Reading Class. Non-fluent ninth and tenth graders must be enrolled in a minimum of ninety minutes of intensive reading daily (or the weekly equivalent), in addition to being enrolled in the appropriate English course. Level 2 students in grades 11 and 12 who have passed FCAT may be placed in an Intensive Reading Class or in a content area course taught by a teacher with a reading endorsement. Intensive credit cannot be earned during summer school. Students that scored a Level 3 for three consecutive years prior to earning a Level 1 or 2 are exempt from this requirement.

2. All students who score at Level 1 or Level 2 on FCAT Math shall be required to complete an Intensive Mathematics course each year they score at Level 1 or Level 2. Level 2 student remediation may be integrated into the student's required mathematics course.

3. Any student entering their senior year that has not demonstrated college readiness on the SAT, ACT, or CPT will be required to successfully complete a full year of mathematics during their senior year. College ready scores are defined as follows:

College Ready Scores		
Assessment	**Reading**	**Mathematics**
SAT	440+	440+
ACT	18+ Reading & 17+ English	19+
CPT	83+ Reading & 83+ Sentence Skills	72+ on Elementary Algebra

4. Intensive courses taken in grades 9-12 may be taken only as elective credits for high school graduation. Intensive instruction may not be in lieu of English and mathematics credits required for graduation.

G. TESTING EXEMPTIONS (ESE)

See Section IV. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES – *RULE 6A-10943* regarding exempting students with disabilities from district and/or state testing.

H. EARNING ADDITIONAL CREDIT TOWARD GRADUATION

Students may earn additional credit toward graduation through any of the following programs for which they are eligible:

1. Earning High School Credit Prior to the Ninth Grade

Students from public schools, private schools, or home education may earn high school credit prior to their freshman year subject to one of the following:

a. Non-accredited credit will be granted as stated in Section I.D.5c. Mathematics credit earned in 2007-08 and beyond in middle school will count as elective credit.

b. Credits are on an official high school transcript from where the student was officially enrolled.

2. Summer School (9-12)/Retention

Students may attend summer school for remediation in 9^{th} – 12^{th} grades.

Transition Program - Recommended middle school students who have not satisfactorily completed all requirements are afforded a unique educational experience at high school. The Ninth Grade Transition Program allows students the opportunity to participate in a high school environment while earning their initial high school credit. Academic remediation is the priority. If successfully completed, with a "C" or better, students are promoted to 9^{th} grade for the fall.

Students who do not successfully earn ample credits to be promoted to the next grade are provided the opportunity to enroll in summer school courses to remediate deficiencies.

Students must successfully complete one hundred and twenty (120) hours of instruction in order to receive one (1) credit. Sixty (60) hours of instruction must be successfully completed in order to receive one-half (½) credit.

It is the expectation that summer school students attend every day.

Summer school acceleration opportunities are available through Florida Virtual School.

3. Transfer of Credit from the Adult High School

After the student has completed the third year of the high school and with principal verification, credit may transfer from the Seminole State College Adult High School

back to Seminole County Public Schools at the contact hour value of one-half (½) credit per 90 contact hours.

4. Virtual School Options

There are three types of virtual education opportunities afforded to high school students.

1. Full Time - Students may be enrolled full time through Seminole County Virtual School(SCVS). Students enrolled with SCVS do not attend a physical school but take courses online to meet the graduation requirements outlined in the Student Progression Plan. SCVS students need a minimum 26 credits to graduate. For students with disabilities, the IEP (Individual Education Plan) team must meet prior to enrollment to determine if the accommodations indicated on the IEP can be delivered via virtual school. Full time students are required to participate in state and district testing. Students must contact the SCVS office to enroll as a full time student.

2. Concurrent - High school students may blend SCVS courses with traditional brick and mortar courses under the following conditions:
   - Approval of the principal and guidance counselor (approval may be contingent upon the ability of the school to provide an appropriate learning space for the student or the ability of the student to leave campus to complete virtual courses at home)
   - Notification to SCVS of approval
   - Number of total courses taken between brick and mortar and SCVS may not exceed seven
   - Students wishing to take virtual school courses beyond the school day or during the summer must take the courses through FLVS

3. Home school - Home school students may enroll in SCVS courses to meet their educational needs. Home school students may enroll in courses through SCVS but must follow the minimum pacing guidelines. Home school students may be withdrawn from the course within the 28-day grace period for non-compliance.

4. First-time ninth grade students entering in 2011-12 and thereafter must earn course credit in at least one course through online learning. This requirement is met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course offered through a district interinstitutional articulation agreement. A high school course taken online during grades 6 through 8 fulfills this requirement. A student who is enrolled in a full-time or part-time virtual instruction program meets this requirement. Further information may be found at: http://www.fldoe.org/Schools/virtual-schools/.

Virtual school credits are issued in .5 increments. Courses taken with SCVS must be completed by the end of the traditional calendar. Students concurrently enrolled in SCVS courses must provide their zoned school with a final grade on or prior to the last day of the school year.

Seminole County Virtual School Contacts:
Main Number 407-871-7287 (57287)
Diane Lewis, Director of Instructional Technology and Virtual School (50157)
James Presley, Assistant Principal (50484)

5. Community Service

The purpose of community service is to encourage students to develop a sense of responsibility for others within their community. It helps students foster an understanding of the value of volunteerism and the rewards of helping others. One of the requirements to receive a Bright Future Scholarship is the successful completion of community service for all three Bright Futures award levels. Bright Futures Florida Academic Scholars (FAS), Florida Medallion Scholars (FMS), and Florida Gold Seal Vocational Scholars (GSV) during the 2011-12 academic year, and thereafter, must complete the following hours: FAS – 100 hours, FMS – 75 hours and GSV – 30 hours. At the conclusion of 75 hours of community service students will receive one-half (1/2) credit. During seven semester grade calculation all seniors with a 4.0 and above will default to a pass. The guidelines for community service are as follows:

a. The community service application must be approved and on file PRIOR to a student volunteering. Hours are not retroactive.

b. Only approved SCPS community service sites will be accepted.

c. All hours must be completed within two calendar years.

d. The hours may be completed at either one or two approved agencies. If a student chooses two approved sites, a minimum of 25 hours must be served at one of the sites and the remaining hours at the second approved site.

e. If a student wishes to complete community service at their own high school a maximum of 25 hours will be accepted. Note: Hours must be earned beyond the school day and the club/organization must be listed on the community service application.

f. Community service hours beyond the 100 will not be approved for additional credit. These hours may be used for college applications or resumes.

For additional information on the Florida Bright Futures Scholarship go to – http://www.floridastudentfinancialaid.org/ssfad/bf/

6. Grade/Credit Recovery

The following recovery programs have been put in place to assist students who have fallen behind their cohort due to previous retentions and/or loss of credit. The purpose of these opportunities is to give motivated students the opportunity to graduate with their cohort. The principal must approve enrollment in the programs listed below. Recovery programs are:

a. **Competency Based Education** (CBE)/Credit Recovery – Competency Based Education Programs have been developed and implemented as components of the dropout prevention efforts of Seminole County. The focus of CBE is on the mastery of course content objectives. Specific course credit is awarded

when students demonstrate competency of the intended learning outcomes and the performance standards for the course.

b. **Credit by Exam** – Students will be granted credit and will be exempted from enrolling in certain courses by achieving a passing score at the 85th national percentage on a Credit by Exam Program test. In addition, principals have the option of using semester exams for transfer students to prove mastery of standards to ensure proper student placement.

c. **Dual Enrollment/CTE** – Seminole State College provides Career Technical Education Programs for interested students. Students successful in these programs earn both college and high school credit.

d. **Remote Centers** – CBE and Florida Virtual School (FLVS) are available to students that have been recommended by their principal to participate. The remote locations are housed at the Velma Williams Community Resource Center and at Midway Safe Harbor.

e. **Summer School** – Students who are behind in credits or have a "D" or "F" in an academic course are permitted to enroll in summer school.

f. **Transition Program** – Rising 9th graders who complete the Summer Transition Program with a "C" or better are awarded one high school credit.

I. EARNING COLLEGE CREDIT IN HIGH SCHOOL

Students may earn college credit in high school through any of the following programs for which they are eligible:

1. Advanced Placement

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

2. International Baccalaureate (IB)

Students enrolled in the International Baccalaureate (IB) program at Seminole High School taking IB courses may be awarded postsecondary credit when scoring a minimum of 4 on a 7 point scale on the corresponding IB exam.

3. Career Pathways

Career Pathways is a partnership between Seminole County Public Schools and Seminole State College designed to provide at no cost to the student the opportunity to get a head start on preparing for college and a career. Students taking a specified sequence of high school Career and Technical Education courses earning a B or better are eligible to take a college level assessment test. If the student passes the assessment and enrolls in Seminole State College within 24 months after graduating from high school, he/she will receive college credit for specified courses which lead to the completion of an Associate in Science Degree or Technical Certificate.

4. Florida Ready to Work

A Florida Ready to Work Credential shall be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and locating information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of the credential each student receives is based on the following:

- a bronze-level credential requires a minimum score of 3 or above on each of the assessments
- a silver-level credential requires a minimum score of 4 or above on each of the assessments
- a gold-level credential requires a minimum score of 5 or above on each of the assessments

Before the student graduates from high school the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment.

5. Credit Acceleration Program (CAP)

The purpose of the Credit Acceleration Program (CAP) is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Norwithstanding s. 1003.436, F.S., definition of "credit", a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in s. 1008.22, (3)(c)5, on the corresponding statewide, standardized EOC assessment. The district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular admiistration of the assessment.

6. Early College (Dual Enrollment)

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Seminole County Public Schools and Seminole State College operate under an interinstitutional articulation agreement of which a copy is available at each high school. College credit and vocational certificate courses may be offered to high school students pending the approval of the high school principal and the Vice President for Educational Programs at Seminole State College, the University of Central Florida, and the University of Florida. Students enrolled in an approved Early College course (Dual Enrollment) are exempt from the payment of registration, tuition, and laboratory fees for no more than nine credit hours per semester.

a. Requirements for students to be admitted in the Early College (Dual Enrollment) Academic Program:
   (1) Students must have completed the 10^{th} grade and be enrolled in at least five (5) high school credit courses during each term, excluding summer.
   (2) Students must have a cumulative unweighted high school grade point average of 3.0 or better and/or the approval of their high school principal.
   (3) Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus and have the approval of the high school principal.
   (4) Early College (Dual Enrollment) course offerings are limited to approved courses at Seminole State College, the University of Central Florida and the University of Florida. Students must receive prior approval from their

principal to enroll. Courses not taken at SSC, UCF, or UF are not eligible for Early College (Dual Enrollment) credit. This includes Talent Identification Programs, College Summer Programs, Summer Camps and courses at schools other than SSC, UCF, or UF.

(5) Students must have passed 10th grade FCAT Reading, Writing, and Math.

(6) College ready scores are recommended for all students by the end of 11th grade. Scores are defined as follows:

College Ready Scores		
Assessment	**Reading**	**Mathematics**
SAT	440+	440+
ACT	18+ Reading & 17+ English	19+
CPT	83+ Reading & 83+ Sentence Skills	72+ on Elementary Algebra

b. Requirements for students to be admitted in the Early College (Dual Enrollment) Career Program:

(1) Students must have completed the 10th grade and be enrolled in at least five (5) high school credit courses during each term, excluding summer.

(2) Students must have a cumulative unweighted high school grade point average of 2.5 or better to enroll in a postsecondary vocational course.

(3) Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus, have earned a college-ready score as indicated above, and have the approval of the high school principal.

- College credit courses taken under this program must be applied toward a student's high school diploma. It shall be the principal's responsibility to ensure that high school credit shall be awarded.

- High school credit for Early College (Dual Enrollment) classes will be issued upon successful completion, on the basis of the Dual Enrollment Course High School Subject Area Equivalency List (found in the Counseling for Future Education Handbook at www.facts.org). No credit will be awarded for credit hours totaling less than three (3) when they are in excess of multiples of three (3).

7. Early College Admission (Full Time College)

Students may enter college full time during their senior year if the following criteria are met:

a. The student must successfully complete the 11th grade with enough credits to be classified as a senior.

b. The student must have achieved at least a 3.0 cumulative unweighted grade point average during his/her sophomore and junior year. However, individual high schools may require a higher cumulative unweighted grade point average.

c. The student must have the approval of the high school principal.

d. Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus, have earned a college-ready score as indicated above, and have the approval of the high school principal.

e. Students entering the Early College Admission Program may earn a high school diploma to be awarded with the student's class at graduation or at a later time based on the following:

- The student must demonstrate mastery of FCAT skills
- The student must earn sufficient college credit to fulfill the remaining high school graduation requirements. (based on three semester hours equaling one-half high school credit)
- The student must maintain at least a 2.0 GPA in college courses

J. ALTERNATIVE TO EARNING A HIGH SCHOOL DIPLOMA

Although Seminole County Public Schools does not recommend student withdrawal from the public school system, there is an alternative for that student who is sixteen or older who does not wish to pursue an education in a traditional public high school setting. Students may attend the Adult High School located at Seminole State College. Additional information can be obtained from the school's guidance office and from the registrar at Seminole State College 407-708-2126. Students enrolled in Seminole State College Adult High School have the option of pursuing a standard diploma or GED.

K. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

A student, who is of limited English proficiency, as determined by established criteria, will receive instruction as described in the English for Speakers of Other Languages Procedural Handbook.

L. STANDARD DIPLOMAS AND CERTIFICATES OF COMPLETION

In order to receive a Standard Diploma, a student must satisfy the state and school graduation requirements as prescribed in *s. 1003.428 (1), (2), and (3), F.S.*; accumulate a 2.0 unweighted GPA (4.0 scale); and demonstrate mastery of the Florida Comprehensive Assessment Test or earn a concordant score on the ACTor SAT after attempting the 10th grade FCAT.

Each Standard Diploma shall include, as applicable,

- a designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to *s. 1007.27, F.S*. or in Advanced Placement, International Baccalaureate, or Early College (Dual Enrollment) courses.
- a designation reflecting the attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under *s. 1003.492, F.S.*

If, at the time of graduation, the student earns the appropriate credits but does not

meet the testing requirements, he/she will receive a Certificate of Completion in lieu of a Standard Diploma.

Explanatory Note: A student who has received a Certificate of Completion who subsequently meets the requirements for a standard high school diploma shall be awarded a Standard Diploma whenever the requirements are completed. Additionally, the awarding of a Certificate of Completion is limited to those students choosing to meet their school's graduation requirements and is not applicable to the three-year graduation programs.

Any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Fourteenth-year students remaining in school due to a deficiency on FCAT may retake the FCAT at either or both of the two scheduled administrations during the year. At the time that a fourteenth-year student earns a passing score on the FCAT or concordant score on ACT or SAT, he/she may exit this school system and be awarded a diploma with the current year's graduating class.

All seniors must have earned all required credits in order to participate in graduation exercises.

M. TRANSCRIPT INTEGRITY-COURSE CHANGES (DROP/ADD) & WITHDRAWALS

Occasionally it will be necessary to reschedule a student from one course to another in the same discipline to ensure appropriate placement. This normally requires teacher recommendation and administrative concurrence. When one course is "dropped" and another is "added" in its place, the original course will not appear on the student's official transcript. The "Drop/Add" window is typically limited to the first five (5) days of each semester; however, at the principal's discretion or receipt of an official transcript, a course may be "dropped" with another in the same discipline "added" to the student's schedule beyond the prescribed "Drop/Add" window.

III. GRADING PROCEDURES

A. REPORTING STUDENT PROGRESS

All parents will be notified quarterly of their student's achievement. The grading system is divided into four quarters of nine weeks each. A progress report will be issued at the midpoint of each nine-week grading period. Upon completion of each grading period, a report card will be issued. The report card must clearly grade or mark:

- the student's academic performance in each class or course in Grades 9-12 (based upon examinations as well as written papers, class participation and other academic performance criteria);
- the student's conduct and behavior; and
- the student's attendance , including absences and tardiness; and
- the student's cumulative grade point average.

Each student who does not meet specific levels of performance as determined by the district or who does not meet specific levels of performance, determined by the state on statewide assessments at selected grade levels, will be scheduled in intensive intervention and provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Services may include, but are not limited to:

- summer school
- special counseling
- tutorial assistance
- school-sponsored help sessions
- homework hotline
- study skills classes

At the end of each semester, parents or guardians of each student in grades 9-12 who have attained a grade point average of less than 0.5 of a point above the cumulative grade point average required for graduation pursuant to *F.S. 1003.43(5)* will be notified that the student is at risk of not meeting graduation requirements.

B. SECONDARY GRADING -- HIGH SCHOOL

The following is the grading system for Seminole County Public Schools, grades 9-12:

Letter Grade	Percentage Range	Quality Points	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I			Incomplete an I becomes an F at the end of the next semester
P		Not factored into credits for quality points	Passing
NM			No Grade

The student's nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student's grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade.

Semester exams will not be given. The grading plan will be communicated to the student at the beginning of the course. A numerical grading system shall be used, the components of which are determined by the teacher.

For the purpose of class rank, graduating seniors grade point average will be calculated at the completion of the first semester of the senior year.

C. GRADE WEIGHTING

Grade weighting in Seminole County Public Schools is as follows:

Letter Grade	Quality Points for Advanced Placement, Dual Enrollment, and International Baccalaureate	Quality Points for Honors, Gifted, and Pre-International Baccalaureate *
A	5	4.5
B	4	3.5
C	3	2.5

*Allied Health Assistant III, Nursing Assistant III, and HOE Directed Study will receive honors weighting. A weighted grading system is used for the purpose of class ranking.

D. GRADE FORGIVENESS

Grade forgiveness policies for required and elective courses are limited to replacing a grade of "D" or "F" with a grade of "C" or higher that is subsequently earned in the same or comparable course with principal approval.

Middle school students who fail a core academic course that awards high school credit (for example Algebra I Honors, Geometry Honors, and Biology Honors) shall be promoted if they have a GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained and will be eligible to attend summer school.

Middle school students who take any high school course for high school credit and earn a grade of "C", "D", or "F" or the equivalent of "C", "D", or "F", shall be allowed to retake the same or a comparable course and replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned in the course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

E. GRADE FLAGGING

Students may drop ("flag") elective courses with the lowest grades from their GPA calculation **after graduation** if they satisfy the state and school graduation requirements.

F. HIGH SCHOOL COURSES

All high school courses are designated semester courses. Students will be awarded credit in one-half (½) credit increments if the student successfully completes either the first or the second half of a full year course. Grade averages will be based on student performance.

G. PUBLIC REPORTING (*FL Statute 1002.20 and 1008.25)*

Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

2. By grade the number and percentage of all students retained in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.

3. By grade, the number and percentage of all students retained in grade 3 through 10.

4. Information on the total number of students who were promoted for good cause, by each category of good cause.

5. Any revisions to the district School Board's policy on student retention and promotion from the prior year.

H. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program *FS 1009.531* provides for tuition and fee reimbursement for undergraduate studies at a public or private university, community college, or Career and Technical school. The three scholarship awards within the Bright Futures Scholarship Program are the Bright Futures Florida Academic Scholars Award, Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award. Each has specific criteria that must be met. Refer to the Florida Department of Education website for the most current criteria. The student report card contains a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Program may differ from the grade point average on the report card. For additional information on the Bright Futures Scholarship go to – http://www.floridastudentfinancialaid.org/ssfad/bf/

IV. EXCEPTIONS

Individual student exceptions (under highly unusual circumstances) can be made to the Secondary Education Plan. These exceptions will be made only with the approval of the principal and the Executive Director of Secondary Education.

EXCEPTIONAL STUDENT EDUCATION
(GRADES K-12)

I. ADMISSION AND PLACEMENT OF STUDENTS

The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are written in the Exceptional Student Education Policies and Procedures (SP&P).

II. CURRICULUM AND INSTRUCTION

A. NEXT GENERATION SUNSHINE STATE STANDARDS FOR REGULAR EDUCATION

1. Most exceptional education students can achieve the Next Generation Sunshine State Standards. Effective accommodations and modifications must be in place to support involvement of students with disabilities in basic and vocational applied technology courses.
   a. Accommodations are changes to how students are expected to learn (instruction) and how they demonstrate what has been learned (assessment). The use of an accommodation does not change the standards, the instructional level, or the content and provides the student with equal opportunity to demonstrate his or her skills and knowledge. Exceptional education students who are using Next Generation Sunshine State Standards for regular diploma should refer to the regular education Section II under Elementary, Middle or High School. For exceptional education students, the Individual Education Plan (IEP) will address the areas of academic need and accommodations to the regular curriculum.
   b. By contrast, modifications are changes in what a student is expected to learn and demonstrate. The use of modifications changes the standard, the instructional level, or the content to be learned by the student. If modifications are used, a student would be working toward different standards or expectations. If the requirements for a basic course (regular academic course) are modified in high school, the credit cannot be used to meet the academic course requirements for standard diploma.
2. For exceptional education students who are working on Next Generation Sunshine State Standards for Standard Diploma refer to the Elementary Curriculum and Instruction Section. Middle School students who score at Level 1 or Level 2 on Reading and/or Math section(s) of FCAT should refer to Supplemental and Intensive Instructional Support under Middle School General Education. High School exceptional education students under Next Generation Sunshine State Standards for regular diploma should refer to the course of study section under High School General Education.

3. For exceptional education students, other than gifted, who are working towards Next Generation Sunshine State Standards for Standard Diploma, the student's IEP (Individual Education Plan) will specify the student's special education, related services, and appropriate acommodations.

B. NEXT GENERATION SUNSHINE STATE STANDARDS ACCESS POINTS for Students with Significant Cognitive Disabilities

The Next Generation Sunshine State Standards Access Points will be incorporated into ESE curriculum and instruction in elementary, middle, and high school for students

whose IEP indicates that they are eligible for Alternate Assessment instead of FCAT. SCPS district adopted curriculum programs include state/district approved materials and/or textbooks that are commensurate with academic level of functioning.

Access Points

The Next Generation Sunshine State Standards are the foundation of curriculum, instruction, and assessment for all Florida students. The intent of the access points is to provide access to the general curriculum for students whose Individual Education Plan indicates that they are eligible for Florida Alternate Assessment instead of FCAT. The access points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the Next Generation Sunshine State Standards while still providing rigor and challenging academic expectations. Access points were developed with three levels of complexity. The three levels of complexity are Independent, Supported and Participatory.

- It will be the responsibility of the classroom teacher to assess, instruct, and monitor progress of student proficiency on all the Nest Generation Sunshine State Standards Access Points.
- Each teacher shall develop daily lesson plans for all subjects taught to be checked regularly by the principal or designee. Reading ability shall be regularly assessed as described in the K-12 Comprehensive Reading Plan and analyzed at a particular level. Writing Instruction will follow the K-12 District Comprehensive Writing Plan with appropriate modifications. Mathematics will follow K-12 Mathematics Instructional Plan with appropriate accommodations and/or modifications at independent, supported or participatory levels. Science instruction will follow K-12 District Science Instructional Plan with appropriate modifications at independent, supported or participatory levels. Instruction will also include social studies, physical education, and career education at appropriate levels of instruction with modifications.

Independent: Students working at this level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills. Assistive or adaptive aides may be used as long as they are accessed independently.

Supported: Students working at this level are generally considered to be capable of achieving supported independence in adulthood. These students will require supervision and support through their lives but can learn many skills to maximize their independence. Students working at the supported level are expected to perform the behaviors identified for each benchmark with assistive or adaptive aides, supervision, or prompting.

Participatory: Students working at this level are generally considered to have significant limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily needs in adulthood. Students working at the participatory level are expected to perform behaviors identified for each benchmark at a level consistent with their own capabilities with varying amounts and types of assistance.

Students working in a modified curriculum utilizing the Next Generation Sunshine State Standards Access Points for students with Significant Cognitive Disabilities will be working toward a Special Diploma or Special Certificate of Completion.

One course in career and education planning shall be taught in 7th or 8th grade. The course shall include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as the Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org and shall result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parents. Every middle school student including students with disabilities, is required to take the course and complete the electronic Personalized Education Planner (ePEP) on FACTS.org in order to be promoted into high school. Students with disabilities can elect to complete an ePEP related to the requirements for a standard high school diploma ePEP or a special diploma plan, but they must complete an ePEP to be promoted. Plans may be changed once students transition into high school. Parents of students with disabilities should be encouraged to consult with the student's individual educational plan (IEP) team regarding these decisions.

III. REPORTING STUDENT PROGRESS

The evaluation of student progress must be based on classwork, observations, tests, district and state assessments and other relevant information. All parents will be notified regularly of their child's achievement during the school year utilizing SCPS Report Cards and Progress Reports. The frequency of reporting will be the same as that of non-disabled peers enrolled in the same school. Nothing on the report card, progress report, or grade transcript may identify the student as a student with a disability. Progress toward IEP annual goals will be reported to the parent at the time of the progress report and report card utilizing SCPS form 1257 Progress Report – Report Card. Progress toward Educational Plan (EP) goals for elementary students who are gifted will be reported to parents twice a year utilizing SCPS form 1317 Gifted Resource Evaluation – Elementary K-5. Progress towards EP goals for students who are gifted at the secondary level will be reported at the time of regular progress reporting.

IV. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES– RULE 6A-1.0943

It is expected that all students participate in state and district assessments. Students with disabilities must be afforded the appropriate accommodations for FCAT assessment and/or End of Course Exams (EOC) as indicated on the IEP. The IEP team decides which, if any, testing accommodations the student will receive. The team should consider accommodations that the student receives for classroom instruction and testing and determine whether the student also needs those accommodations for district assessments, the FCAT and EOC. A student's disability, however, may be such that alternate assessment measures would be more meaningful and appropriate than participating, with accommodations in FCAT/EOC. The decision to include or exclude a student with disabilities in FCAT/EOC will be made by the Individual Education Plan (IEP) team based on specific guidelines.

A. EXCLUSION GUIDELINES

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP team and recorded on the Individual Education Plan (IEP).

1. To determine whether a student should be excluded from FCAT/EOC and participate in the statewide alternate assessment, the IEP team must consider the following questions:
   All must be answered in the affirmative:
   a. The student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
   b. The student is participating in a curriculum based on the state standards access points for all academic areas; and
   c. The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.
      SCPS form #1408 must be completed to document this requirement.
2. Students who are excluded from the state required graduation test (FCAT and/or End of Course Exam) using the criteria above will not be eligible for a standard high school diploma.

B. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP team and must be recorded on the IEP.

Accommodations must be the same or nearly the same as accommodations used on a regular basis by the student in completing classroom instruction and assessment activities. See allowable accommodations in the most recent Department of Education FCAT Administration Manual and/or Guidelines for End of Course Exam. For administration of CBT (Computer Based Testing) allowable accommodations must also be considered by IEP team and indicated on IEP.

V. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS

A. PROMOTION AND RETENTION OF ELEMENTARY AND SECONDARY EXCEPTIONAL STUDENTS IN NEXT GENERATION SUNSHINE STATE STANDARDS FOR STANDARD DIPLOMA

1. PROMOTION

Exceptional education students must participate and make progress on Next Generation Sunshine State Standards in the general education curriculum. Students with disabilities must be provided accommodations indicated on the IEP. Accommodations are provisions made in how a student accesses and demonstrates learning. Accommodations are changes to how students are expected to learn (instruction) and how they demonstrate what has been learned (assessment). The use of an accommodation does not change the standards, the instruction level, or the content and provides the student with equal opportunity to demonstrate his or her skills and knowledge. Promotion is based upon achievement of these regular education standards on grade level with accommodations, if indicated on the IEP. *(Rule 6A-6.0312).* Refer to Elementary

and Secondary Education sections (grades K-5, 6-8, 9-12) for general education promotion requirements.

2. RETENTION

Exceptional education students working towards a standard diploma will follow the same criteria as outlined in the Elementary, Middle, and High School Retention sections of the Student Progression Plan. In a grade other than third, in spite of curriculum accommodations, schedule changes, and revisions to IEP, the IEP team will make a recommendation to the principal if retention may be appropriate. The final decision for grade placement is the responsibility of the principal. At third grade a student receiving Level 1 on FCAT who has not been retained K-3 must be retained. However, the FCAT is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to the child and may assist the IEP team in determining when the child is reading at or above grade level and ready for grade promotion.

3. MIDYEAR PROMOTION OF RETAINED THIRD GRADERS

An exceptional education third grade student who did not qualify for good cause exemption and was retained in third grade may be eligible for a midyear promotion based on *Rule 6A.1.094222*. See Elementary Midyear Promotion of 3rd Graders section for requirements for midyear promotion. If a midyear promotion is granted, the IEP must be reviewed at the time of promotion and revised, if necessary.

B. DOCUMENTATION OF STUDENT PROGRESS

Curriculum Based Assessment (CBA) will be utilized in progress monitoring on Next Generation Sunshine State Standards or Next Generation Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities. Progress of exceptional education students working on regular education Next Generation Sunshine State Standards will be monitored using the same screening and progress monitoring instruments as regular education students with accommodations documented on the IEP. Student performance is based on proficiency and satisfactory completion of state/district adopted curriculum, approved textbooks and supplemental materials.

C. MANDATORY GRADE THREE RETENTION TIER 2 & TIER 3 (SEE K-12 COMPREHENSIVE READING PLAN) REFER TO ELEMENTARY EDUCATION SECTION)

D. EXEMPTION FROM MANDATORY GRADE THREE RETENTION (*FL STATUTE 1008.25*) REFER TO ELEMENTARY EDUCATION SECTION

1. Requests for good cause exemptions for students with disabilities from the mandatory retention requirements shall be made consistent with the following:
   a. Refer to Elementary Education Good Cause Exemption from Mandatory Retention in Grade 3.

2. Remediation
   a. Remediation opportunities will be based on student progress, demonstrated need and IEP goals and objectives.
   b. The IEP team will review and/or revise the Individual Educational Plan, if needed, when student achievement on state/district assessment does not meet the level of proficiency required in any area.

E. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS IN NEXT GENERATION SUNSHINE STATE STANDARDS – ACCESS POINTS for Students with Significant Cognitive Disabilities

1. The following criteria will be used when considering grade placement of a student in Next Generation Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities:
   a. Mastery of IEP goals and objectives.
   b. Prior to grade 3, students exhibiting significant delays in mastery of Access Points should be considered for retention in the absence of Alternate Assessment data.
   c. The progress documented by Florida Alternate Assessment:
      Reading Functional Academics Standard 1 Grades 3-10
      Mathematics Functional Academics Standard 3 Grades 3-10
      Writing Functional Academics Standard 2 Grades 4, 8, 10
      Science Functional Academics Standard 4 Grades 5, 8, 11
   d. Student portfolio which is a systemic and organized collection of student work that shows progress and achievement in functional academics – reading, math, writing, and science should be maintained.

F. SUPPLEMENTAL INSTRUCTIONAL SUPPORT ACTIVITIES

For students who are working in the Next Generation Sunshine State Standards tutorial instruction/Summer Learning Camp is available. Refer to Regular Education Sections for criteria.

G. SUMMER SCHOOL

Students with disabilities attend if they meet SCPS Summer Learning Camp or Summer School criteria.

H. EXTENDED SCHOOL YEAR

A student with a disability receives extended school year (ESY) services if the student's IEP team determines that the student needs specific services beyond the regular 180-day school year. ESY services are determined for each student by the IEP team and may be different than those services provided during the regular school year. The IEP team determines the initiation, duration, and frequency of ESY services. (Refer to most recent Extended School Year Procedural Handbook).

I. ELECTRONIC PERSONALIZED EDUCATION PLANNER (ePEP)

Every middle school student is required to take one course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the instructional staff. The electronic Personalized Education Planner (ePEP) must be completed on FACTS.org in order to be promoted into high school. Students with disabilities can elect to complete an ePEP related to the requirements for a standard high school diploma ePEP or a special diploma plan, but they must complete an ePEP to be promoted.

VI. GRADUATION OPTIONS FOR EXCEPTIONAL EDUCATION STUDENTS

A. STANDARD DIPLOMA

Refer to Secondary Education High School (Grades 9-12 section) for standard diploma requirements for graduation.

1. Exceptional education students may enroll in Level 1 courses in order to meet graduation requirements with notation of such on the IEP and approval of a school-based administrator. Level 1 courses, however, will count as electives towards graduation requirements.

2. The Learning Strategies Curriculum, Strategic Instruction Model (SIM), is strongly recommended for students with Specific Learning Disabilities who are working toward a standard diploma, The use of ESE Course #7963080 may only be used if an ESE instructor has been formally trained to implement this specific curriculum. This is an elective course which may be taken consecutively for up to 4 years. (i.e., LS I, II, III, IV)

3. The Social and Personal Skills Course (ESE 7963070) will be credited as an elective for students with an emotional/behavioral disability. This course must be taken as determined by the IEP team and will count as elective credit for the standard diploma.

4. Modifications to basic courses in high school shall not include modifications to the curriculum frameworks or student performance standards (*Reference Rule 6A-6.0312,FAC)*. If the requirements for a basic course (regular academic course) have been modified in high school, the credit cannot be used to meet standard diploma requirements. In contrast, the requirements of applied technology may be modified (changed) as long as the particular outcome and student performance standards which a student must master to earn credit are specified on the student's individual educational plan. (See also, Instruction and Course of Study Sections for the Regular Program, Elementary, Middle and High Schools.)

5. ESE FCAT/END OF COURSE EXAM (EOC) WAIVER: Students with disabilities who are seniors and meet the following criteria may be considered for a waiver from passing the Grade 10 Florida Comprehensive Assessment Test (FCAT)(*Florida Statute 1003.43*):
   a. have a current individual educational plan (IEP).
   b. meet graduation requirements and a cumulative 2.0 grade point average/documentation of participation in intensive remediation for FCAT Reading and or FCAT Math.
   c. have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (for example, once in grade 10 and once in grade 11). A student is eligible for consideration for the waiver if the student has not earned a passing score on the 10^{th} grade FCAT after one opportunity in 10^{th} grade and one opportunity in 11^{th} grade. Participation in the spring administration of the FCAT during 12^{th} grade is recommended.
   d. demonstrated mastery of Grade 10 Next Generation Sunshine State Standards for Standard Diploma as documented through a class work sample/test portfolio.
   e. obtain the recommendation from the student's IEP team for a waiver.

The IEP team will meet and complete the FCAT waiver process.

Waiver of End of Course (EOC) Assessment Results Requirement for Students with Disabilities Senate Bill 4 amended Section 1003.428(8)(b)2., Florida Statutes (F.S.), and states the following: "A student with a disability as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credit as required in paragraph (4)(a)."

In order to be considered for the waiver from the End of Course (EOC) assessment requirement, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
2. Have an active individual educational plan (IEP)
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated as determined by the IEP team, achievement of the course standards

The IEP team must meet to determine whether the EOC assessment requirement should be waived.

B. CERTIFICATE OF COMPLETION

Students who complete the required high school courses but fail to meet all of the graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma.

1. Regular certificate of completion may be given to students with disabilities who have satisfied high school credit requirements, (see Regular Education High School Section) and have not passed FCAT or earned a concordant score on ACT or SAT and did not receive the FCAT waiver. Students with disabilities may continue to pursue a standard diploma through the semester in which the student is 22 years old.

2. Special Certificate of Completion is available to students with disabilities who are unable to meet all of the graduation requirements for a special diploma. The special certificate of completion certifies that the student attended the required ESE courses in high school, but failed to master all of the Next Generation Sunshine State Standards Access Points for Students with Cognitive Disabilities.

C. SPECIAL DIPLOMA OPTION I

1. An exceptional education student who passes standard diploma course(s) with accommodations or modifications as documented on the IEP, can apply that course(s) to fulfill the requirements for a special diploma.

2. Students must meet Next Generation Sunshine State Standards Access Points for Students with Significant Disabilities at the appropriate level for the Special Diploma. (Exceptional Student Education Courses Grades 6-12 incorporate the

Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities)

MINIMUM SUBJECT AREA REQUIREMENTS FOR SPECIAL DIPLOMA
Exception to requirements can only be modified with approval from the Executive Director of Exceptional Student Support Services.

Requirements for students enrolled in 9th grade in 2010-11 or earlier:

SUBJECT AREAS – Grade 9 - 12	Intellectual Disability/ PI	SLD/HI	EBD	Severe Intellectual Disability/ PI/Autistic
English/Reading	4	4	4	4
Mathematics 9-12 or Life Skills Math	4	4	4	4
Science 9-12	3	3	3	3
Social Studies	3	3	3	3
Physical Education	.5	.5	.5	.5
Career Preparation	1	1	1	1
Electives	8.5	8.5	8.5	8.5
TOTAL	24	24	24	24

Requirements for 9th grade students entering in 2011-12 and thereafter:

SUBJECT AREAS – Grade 9-12 for ID, OI, OHI, TBI, LI, DSI, SLD, DHH, EBD, ASD*	CREDITS	DESCRIPTION
English/Reading	4	
Mathematics	4	Access Algebra 1A, Access Algebra 1B, Access Geometry, Access Liberal Arts Math
Science	4	Access Earth/Space Science, Access Biology, Access Integrated Science, Access Chemistry
Social Studies	3	
Physical Education	1	Personal Fitness ½; PE elective ½ or Specially Designed per IEP
Career Preparation	1	
Electives	9	
TOTAL	26	

(*Intellectual Disability, Orthopedically Impaired, Other Health Impaired, Traumatic Brain Injury, Language Impaired, Dual Sensory Impaired, Specific Learning Disabilities, Deaf or Hard of Hearing, Emotional Behavioral Disability, Autism Spectrum Disorder)

- Access courses may be repeated once for credit.

Beginning Fall of 2011

9th Grade	10th Grade	11th Grade	12th Grade
Access **Algebra 1A**	Access **Algebra 1B**	Access **Geometry**	Access **Liberal Arts Math**
Access **Earth/Space Science**	Access **Biology**	Access **Integrated Science**	Access **Chemistry**

- As Department of Education adds additional access courses, revisions will be made.

It is recommended that students with disabilities participate in the following electives designed to prepare them for careers and post-school adult living: The first course is

Career Preparation, course number 7980110, which focuses on the acquisition of the necessary knowledge and skills. Career Experiences/Job Experience Training (JET), course number 7980120, is recommended for ages 16 and older and provides opportunities for the application of knowledge and skills in a non-paid school or community work experience setting with coaching and instructional assistance. For some students, JET may be a link to On-the-Job Training (OJT). However, some students may need continued support from an outside agency after they leave the school district. This level of support may range from supported employment and job coaching in the community to adult day training services (which focus on vocational and daily living skills).

Students capable of securing paid employment should be enrolled in Career Placement/OJT (paid competitive employment), course number 7980130, rather than JET. OJT provides the opportunity for students to earn high school credit for satisfactorily maintaining paid employment. Students should complete two full years on the high school campus prior to being recommended for JET or OJT. Students may earn multiple credits in JET and OJT.

For all Exceptionalities, .5 credit of physical education is required for special diploma students. Specially Designed PE (SDPE) satisfied this PE requirement for those special diploma students for which the IEP team has determined that SDPE is needed and documented on the IEP.

Students working toward a special diploma who enroll in regular education course(s) using modifications may receive credit in the corresponding subject area to count toward a special diploma.

D. SPECIAL DIPLOMA OPTION II

Option II is an individually designed option that documents mastery of employment and functional community skills.

1. Eligibility
   a. The student must be enrolled and receiving exceptional education services.
   b. The student is at risk of dropping out of school.

2. Requirements
   a. Recommendation of the IEP/Transition team
   b. Parent permission for Special Diploma Option II
   c. The student must be 16 years of age and have earned at least 3 high school credits prior to participation under the Diploma Option II Plan.
   d. The student must be successfully employed at or above minimum wage over a period of 90 consecutive days with the same employer documenting a minimum of 450 work hours (average 25 hours per week). These 90 consecutive days must be after the start of the school year in which the IEP team made the recommendation.
   e. Demonstrate mastery of 75% of the competencies outlined in required Graduation/Training Plan. This plan must be completed by the IEP/Transition team prior to selecting this option.

Transfer students may be eligible for graduation under Option II only upon determination by the IEP/Transition team.

E. MOVING BETWEEN DIPLOMA OPTIONS

The diploma choice is reviewed annually at the IEP/transition meeting, and the IEP/transition team may change the diploma option, if appropriate. However, a switch of diploma options late in a student's high school career may mean additional time in school in either regular session or summer school.

F. GRADUATION FROM HIGH SCHOOL AS RELATED TO FREE AND APPROPRIATE PUBLIC EDUCATION

All students with disabilities must be provided a free appropriate public education, at a minimum, until the student earns a regular diploma or until the completion of the semester in which the student is 22 years old.

G. GENERAL INFORMATION CONCERNING DIPLOMA OPTIONS

Requirements for the various special diploma options available to exceptional education students are outlined as follows: (The X in each box indicates which requirement(s) must be met.) For Standard Diplomas and Standard Certificates of Completion, see Regular Education Diplomas Section.

SPECIAL DIPLOMA OPTION I

Next Generation Sunshine State Standards Access Points for Students with Severe Cognitive Disabilities	Credits
X	X

SPECIAL DIPLOMA OPTION II

Graduation Training Plan	Credits
90 consecutive days of paid employment by the same employer	Average 25 hours per week
Mastery of Employment and Community Competencies as Indicated	3

When a student does not complete all of the performance standards for a special diploma, the following option is available:

SPECIAL CERTIFICATE OF COMPLETION

Credits
X

APPENDIX

Addendum

Interstate Compact on Educational Opportunity for Military Children *s. 1000.36 F.S.*

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active–duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211.
- Members of veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

The compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired,
- Veterans of the uniformed services;
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Districts must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization or a series of immunizations required by the receiving school.

Students shall be allowed to continue their enrollment at grade level commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The receiving school must initially honor placement of the student in educational

programs such as Gifted and talented and English as a Second Language based on current educational assessments conducted at the sending school.

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses.

Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission for such programs even if the proram is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, Dual Enrollment, Advanced International Certificate of Education, and International Baccalaureate.

A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent. A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent. State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

In order to facilitate the on-time graduation of children of military families, states and location education agencies shall incorporate the following procedures: shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time. States shall accept exit or end of course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of the following shall apply. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student. Special note: Florida is a member-state.

6A-6.0312 Course Modifications for Exceptional Students

School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following:
   (a) The instructional time may be increased or decreased.
   (b) Instructional methodology may be varied.
   (c) Special communications systems may be used by the teacher or the student.
   (d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in *Rule 6A-1.0943, FAC.*, to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:
   (a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district student progression plan, or
   (b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in *Rule 6A-6.0312(3)(a), FAC*., shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with *Rule 6A-1.0503, FAC.*

(6) The school board's provisions for course modifications shall be incorporated in the district's student progression plan.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 232.246(5), 232.247 FS. History – New 4-30-85, Formerly 6A-6.312, Amended 4-23-87.

Resources on FCAT Accommodations for Students with Disabilities

Publications available from the Department of Education Clearinghouse:
http://www.fldoe.org/ese/fcatasd.asp

Brochures

- Descriptions of FCAT Accommodations (PDF, 901KB)
- FCAT Accommodations for Student with Disabilities – Information for Parents (PDF, 5MB)
- Información para los padres (PDF, 78KB)
- Planning FCAT Accommodations for Students with Disabilities – Information for parents and Teachers (PDF, 2MB)
- The Sunshine State Standards and Students with Disabilities – (Poster Side 1) (PDF, 3MB)
- The Sunshine State Standards and Students with Disabilities (Poster Side 2) (PDF, 3MB)

FCAT Accommodations Information

- Florida Comprehensive Assessment Test (FCAT) and Accommodations for Students with Disabilities (Word, 45KB)
- Test Accommodations for Student with Disabilities 2003 FCAT (PDF, 65KB)
- Test Accommodations for Students with Disabilities Available after 2003 FCAT (PDF, 14KB
- Alternative Assessments and Proposed changes to Expand Graduation Options for Students with Disabilities (PDF, 22KB)
- Accommodations for Students with Disabilities Taking the Florida Comprehensive Assessment Test® (FCAT) (PDF, 398KB)

Educational Equity

It is the policy of the School Board of Seminole County, Florida, that no employee, student, or applicant shall – on the basis of race, color, national origin, sex (gender), marital status, age, religion, disability (Section 504/ADA) or any other basis prohibited by law – be excluded from participating in, be denied the benefits of, or be subjected to discrimination and harassment under any educational programs, activities or in any employment conditions, policies, or practices conducted by the district. For any concerns regarding employees/applicants -- contact the Executive Director/Professional Standards at 407-320-0097; regarding students – contact the Executive Director/ Exceptional Student Support Services at 407-320-0216. Either Executive Director may be contacted at: Seminole County Public Schools, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 32773-7127.

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **2011-2012 DISTRICT DISCIPLINE PROCEDURES MANUAL** **IV.D.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve final adoption of the Discipline Procedures Manual for the 2011-12 school year.

2. Background/Analysis:

The Discipline Procedures Manual has been revised to coordinate with revisions to the 2011-2012 Student Conduct and Discipline Code and to clearly spell out procedures to be followed by school and district level personnel responsible for discipline. The revised manual replaces the prior manual notice of intent to adopt the revised Discipline Procedures Manual was advertised on July 26, 2011.

3. Fiscal Impact:

There is no fiscal impact to the District at this time.

4. Prepared by: Walt Griffin
Exec. Director of Secondary Education

5. Board Meeting Date 8-23-11

Attachment(s): Discipline Procedure Manual
Supporting information not in agenda book: None
Materials for signature: None

SEMINOLE COUNTY PUBLIC SCHOOLS

Discipline Procedures Manual

201~~0~~-12~~1~~

The School Board of Seminole County

Dede Schaffner~~Sandra Robinson~~, Chairman
Sylvia Pond ~~Jeanne Morris~~, Vice-Chairman
Karen Almond
Diane Bauer
Tina Calderone

Dr. Bill Vogel
Superintendent

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INTRODUCTION

The procedures outlined in this manual have been adopted for the purpose of directing the processing of recommendations for student expulsion and the administrative~~alternative educational~~ assignment of students. These procedures represent a fundamental change in the manner in which student expulsions and administrative~~alternative educational~~ assignments are processed and acted upon by school administrators, district administrators, and the School Board. This manual is provided to schools, district level disciplinary personnel, the School Board, students, parents, and others to assist in the explanation of and clarification of the processes to be followed in various student discipline matters.

Everyone involved in the processing of student discipline matters must have a common understanding of what is required for proper processing of each disciplinary action.

It is important to keep in mind the legal implications and the professional impressions associated with the quality of the paperwork submitted in conjunction with each disciplinary matter. Thorough completion of all forms, including accuracy in detail and timeliness of submission, is crucial to ensuring this process proceeds as proficiently and expeditiously as possible. It is imperative that all paperwork submitted be neat and legible. Members of the School Board, the Superintendent, the Executive Director of Secondary Education and the Director of School Safety and Alternative Education will closely review statements written by students, teachers, parents, and administrators for both substance and clarity. Students, parents, attorneys, hearing officers, investigators from the Office of Civil Rights, other government agencies, and judges at both the state and federal level may also examine the documents.

FAILURE TO COMPLY WITH APPLICABLE LAW, REGULATIONS, OR POLICY MAY SUBJECT THE SCHOOL BOARD TO ADVERSE LEGAL CONSEQUENCES.

NOTE: The term "Principal" as used in this document includes the Principal's designee including the Assistant Principal(s) and/or Dean(s) that work under the supervision of the Principal. The term "Superintendent" includes the appropriate executive director, and the Director of the Office of School Safety and Alternative Education.

IMPLEMENTATION OF THE STUDENT CONDUCT AND DISCIPLINE CODE

The statement of the infraction or infractions and the range of penalties stated in the Matrix found in the *Student Conduct and Discipline Code* define the nature of the process

involved in any given disciplinary matter. The various disciplinary actions are defined below.

Suspension (Out-of-School Suspension):
The short term removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal or the principal's designee, for a period not to exceed ten (10) school days and remanding of the student to the custody of the student's parent with specific homework assignments for the student to complete.

In-school suspension:
The short term removal from a student's regular scheduled classes and placement in an on-site in-school-suspension classroom under the supervision of a school board employee, for a period of time determined by the principal, not to exceed ten (10) days.

Expulsion:
The removal of the right and obligation of a student to attend a public school under conditions set by the district School Board. The period of time is not to exceed the remainder of the term or school year and one additional year of attendance. An expulsion may be imposed with or without continuing educational services and shall be reported accordingly.

Administrative Assignment:
The assignment of a student to an alternative placement program by a student's principal. The assignment may not exceed the maximum period of time that a student may be expelled (i.e., that is the current school year, any intervening summer school, and the following school year).

The Matrix

The function of the Matrix (which is found in the *Student Conduct and Discipline Code*) is to designate the penalty or penalties that may be imposed for a specific disciplinary infraction (See the *Student Conduct and Discipline Code* definition, explanation and use of M and O in relation to the Matrix).

When the Matrix reflects the symbol "M" in the Recommended for Expulsion column, the principal **must** refer the infraction to the School Board for expulsion (i.e., must complete an "A" packet). When the Matrix reflects the symbol "O" in the Recommended for Expulsion column, the principal has the discretion to recommend expulsion or some lesser penalty.

When the Matrix reflects the symbol "M" in the Administrative Assignment column, the principal **must** administratively assign the student to the district alternative school (i.e., must complete a "B" packet). When the Matrix reflects the symbol "O" in the

Administrative Assignment column, the principal may administratively assign the student to the district alternative school.

NOTE:	Suspension and in-school suspension are exempt from § 120.569 and 120.57, Fla. Stat., and are not subject to appeal to the School Board. However, the appropriate executive director shall review the suspension at the request of a student's parent or the request of an adult student.

NOTIFICATION PROCEDURES

The following procedures are to be followed in the processing of any recommendation for expulsion or alternative assignment:

1. **Initial Notification of the District Office**: Telephone notification to the Director of School Safety and Alternative Education or Deassignee (attention Mr. Gene Grace at ext. 0167) is to occur immediately after it has been determined that a student has committed a serious infraction in relation to the *Student Conduct and Discipline Code*.

   The school administrator in charge of the case shall provide the following information:

   - ☐ Student's Name
   - ☐ Student's Grade
   - ☐ Date of Incident
   - ☐ Name of School
   - ☐ Name of the Administrator Handling the Case
   - ☐ Notification of Law Enforcement
   - ☐ ESE or 504 status
   - ☐ Participation in Extracurricular Activities
   - ☐ Previous Expulsion Record
   - ☐ Prior Discipline Alternative Assignment
   - ☐ Student's Offense
   - ☐ How Offense was Discovered
   - ☐ Length of Suspension
   - ☐ Discipline History
   - ☐ Preliminary Recommendation
   - ☐ Recommended Length of Expulsion
   - ☐ Target Date for Expulsion Hearing
   - ☐ Informal/Preliminary Hearing Agenda
   - ☐ Review of Assignment Hearing Agenda
   - ☐ Additional Comments
   - ☐ Student's Current Academic Transcript

NOTE: If a weapon or contraband is involved in the incident, the principal is to immediately fax (407-320-0585) or hand-deliver a picture or photocopy of the weapon or contraband to the Director of School Safety and Alternative Education or Deassignee.

2. **Determination of the Preliminary Consequence Recommendation**: The principal shall consult with the appropriate Executive Director regarding a proposed recommendation for expulsion, administrativealternative assignment or District Behavior Contract.

3. **Principal's Meeting with the Student/Parent**: The principal shall meet with the student/parent to notify them of:

   - charge(s) against the student and to explain the evidence in support of the charge(s);
   - advise the student and parent whether the recommendation will be for expulsion or whether the principal will impose an administrative assignment for the violation; and
   - review the procedure applicable to the particular disciplinary matter.

NOTE: The student and parent shall be provided with the appropriate documents advising them of the charge(s), the date, time and location of the preliminary/informal hearing, the start and end date of any suspension, and instructions to report to the district alternative school pending the completion of any expulsion proceedings that are scheduled subsequent to the end date of the suspension.

4. **Confirmation of Recommendation to District Office and Journeys Academy**: The principal shall notify the Director of School Safety and Alternative Education or Deassignee immediately after he/she has met with the student/parent to inform the Director of School Safety and Alternative Education or Deassignee whether the recommendation requires placement on the Informal/Preliminary Hearing Agenda.

   The Principal shall also notify Journeys Academy by e-mail the name of the student, the infraction(s), assignment period, ESE status and start date of the student.

NOTE: Confirmation of documentation that is to be submitted to the Director of School Safety and Alternative Education or Deassignee shall also be made at this time.

5. **Submission of Appropriate Packet to the District Office**: The appropriate discipline packet is to be completed and promptly submitted to the Director of School Safety and Alternative Education or Deassignee for further processing by that office.

NOTE: The **timeliness** of submission of Option **A** documentation is especially **critical.** These expulsion packets are due to the Director of School safety and Alternative Education or De~~as~~signee by **12 p.m. (noon)** on the **Tuesday** preceding the informal hearing.

6. **Superintendent's Recommendation for Expulsion**: The Superintendent has the authority to make an official recommendation for expulsion. The Superintendent shall give consideration to the recommendation of the principal, but is not bound by the principal's recommendation and may reject or amend the recommendation as deemed appropriate.

7. **School Board Acts on the Superintendent's Recommendation**: The School Board has sole legal authority to expel a student. The School Board may accept, reject, or request an amendment to the Superintendent's recommendation as deemed appropriate.

   A recommendation for expulsion is not final or binding until acted upon by the School Board at a regular or special meeting of the School Board.

8. **Notification of Official School Board Action**: The Director of School Safety and Alternative Education or De~~as~~signee will communicate the School Board's official disposition to parents, the student's zoned school, and the district alternative program (if appropriate). Written notification will be forwarded to the appropriate parties within 48 hours of the School Board's action.

ADMINISTRATIVE~~ALTERNATIVE~~ ASSIGNMENT/EXPULSION OPTIONS

OPTION A - EXPULSION

OPTION B - ADMINISTRATIVE ASSIGNMENT TO DISTRICT ALTERNATIVE PROGRAMS (ELEMENTARY AND SECONDARY)

OPTION C - RETURN TO SCPS SCHOOL (EXCLUDING DISTRICT ALTERNATIVE PROGRAMS) UNDER THE TERMS OF THE DISTRICT BEHAVIOR CONTRACT

DISCIPLINE HEARING AGENDAS

1. **PRELIMINARY OR INFORMAL HEARING AGENDA**: A preliminary or informal hearing is a legal proceeding conducted by a School Board member sitting as an administrative hearing officer by designation. Unless a student who is facing a recommendation for expulsion requests a formal hearing pursuant to the provisions of § 120.57(1), the matter will be conducted as an informal hearing pursuant to the

provisions of § 120.57(2). At the informal hearing, the recommendation of the hearing officer will be based on the expulsion packet and any input received from the student, the student's parents or other representatives, including legal counsel, and presentations on behalf of the school and Superintendent.

The informal hearing for students that have received an administrative assignment is the opportunity to have the designated hearing officer review the administrative assignment. The hearing officer may confirm or modify an administrative~~alternative~~ assignment. The hearing officer's determination regarding the administrative assignment is final and is not subject to further consideration.

2. **FORMAL AGENDA**: A student facing an expulsion is entitled to a formal hearing pursuant to 120.57(1) if the student disputes the facts upon which the charge is based. A formal hearing pursuant to § 120.57(1) is a hearing that is conducted by a designated School Board member sitting as an administrative hearing officer. The hearing officer is represented by special counsel., ~~,~~ The recommendation for expulsion is prosecuted by the District Legal Services Department., ~~,~~ Testimony is taken under oath, evidence is received under the provisions of the Florida Evidence Code, the hearing is recorded by a court reporter, and the result is a recommended order that requires entry by the School Board in the manner prescribed by law. A formal hearing is conducted in accordance with the Uniform Rules of Procedure for administrative hearings. See Chapter 28-106, *Florida Administrative Code*.

OUT-OF-SCHOOL SUSPENSION OR ASSIGNMENT TO THE DISTRICT ALTERNATIVE SCHOOL BY THE SUPERINTENDENT PENDING DISCIPLINARY PROCEEDINGS

1. A student recommended for expulsion may be initially suspended for ten (10) days. Following the completion of the suspension the student will be assigned by the Superintendent to the district alternative school until the completion of the expulsion proceeding by the entry of a final order by the School Board.

NOTE: Pre-expulsion suspension of a student with a disability must comply with State Board Rule 6A-6.03312.

2. An administrative assignment is effective immediately following the completion of any out of school suspension from the student's zoned school.

OPERATION RIGHT TRACK (ALTERNATIVE TO SUSPENSION)

The principal has the authority to recommend Operation Right Track as an alternative for a possible reduction of suspension. If a principal makes this option available, the student must agree to the terms of the district behavior contract for the period of time

determined by the principal in addition to completing the Operation Right Track program. Operation Right Track is a program operated by the Seminole County Sheriff's Department for multiple weekends for certain infractions. Parent and student must register by the end of the next school day after option is made available to complete Operation Right Track or oOnce the student completes the first weekend at Operation Right Track, and provides verification that he/she has registeredof attendance, the student will be allowed to continue in the educational setting reducing the number of days of suspension. The student must complete Operation Right Trackthe second weekend or the remainder of the suspension will be imposed.

TIMELINES FOR SUBMISSION OF DOCUMENTS

This section outlines the timelines and due dates for submission of forms and documents to the Director of School Safety and Aalternative Education or Deassignee for the processing of a recommendation for expulsion or an administrativealternative assignment. It is imperative that these materials be processed in a timely manner. The original charging documents are to be forwarded to the Director of School Safety and Alternative Education or deassignee on the same day that copies are provided to the parents.

The forms and documents that are used to process a recommendation for expulsion or an administrativealternative assignment are classified into two (2) groups:

A. Forms that provide notice of the charge(s) against a student and state the basis for a particular recommendation.

B. Documents that provide evidence that substantiate the administrative assignment or recommendation for expulsion.

Action Agenda: It is critical that the timelines for the distribution of forms and documents to the student/parent and the subsequent submission of the materials to the Director of School Safety and Alternative Education or Deassignee occur without delay.

A. **Notice of Charges**: Copies of the following forms are to be provided to the student/parent at the "Meeting of Notification:"

(1) Student Information and Summary (Form 535 - rev. 5/24/10)
(2) Administrator's Incident Summary (Form 955 - rev. 5/24/10)
(3) Student Discipline Referral (Form 835 - rev. 67/2819/110)
(4) Discipline Notification (Form 1358 – rev. 75/214/110)
(5) School Expulsion/AdministrativeAlternative Assignment Hearing (Form 1341(e) rev. 75/124/110)

NOTE: When a charge involves a weapon or contraband it is imperative that school personnel photograph the weapon or contraband for the packet.

B. **Supporting Evidence**: The student and parent(s) will receive copies of the documents that support a recommendation for expulsion from the Director of School Safety and Alternative Education or Deassignee.

The following documents are considered supporting evidence:

(1) Witness Statements (Form 954 - rev. 5/24/10) redact names
(2) Picture of Contraband, Weapon, or Drugs (if applicable)
(3) Police Incident Report (if applicable)
(4) Criminal History (if applicable)
(5) Teacher Observations (Form 472 - rev. 9/3/07)
(6) Current Year Discipline Record
(7) Previous Years' Discipline History
(8) Attendance Report
(9) Student's Current Academic Transcript

DISCIPLINE HEARINGS

Attendance at all hearings is required by the school administrator who is familiar with the facts of a case and the rationale and facts underlying the recommendation for expulsion or administrative assignment. Additional members of the faculty, staff, or student body may be required to attend to provide testimony.

NOTE: The School Board has the authority to issue subpoenas to command the appearance of witnesses.

Parents/students may request a formal hearing when there is a dispute as to the facts of the case involving a recommendation for expulsion. Parent/student may waive a formal hearing and agree to proceed on the basis of an informal hearing.

PROCESSING OF EXPULSION

Expulsion is the most severe penalty the School Board may impose for a violation of the *Student Conduct and Discipline Code*. Expelled students are fully excluded and prohibited from attending any Seminole County public school or School Board sponsored activity, or coming upon the grounds of any school until the term of the expulsion is completed.

The procedures outlined in this section shall be followed when a student is recommended for expulsion.

1. The principal shall conduct a pre-suspension conference with the student as required prior to a student's suspension.

2. The principal shall schedule a pre-expulsion conference with the parent and student or the student (if 18 or older).

3. At the pre-expulsion conference the principal shall review the basis and rationale for the preliminary recommendation for expulsion and advise the student and the parent of the preliminary recommendation for expulsion that will be forwarded to the Superintendent/designee. Pursuant to Florida Statute Section 1002.20(21)(a), the parent may be accompanied by another adult of their choice such as an attorney, an advocate, etc., at the pre-expulsion conference.

4. The student and parent will be advised that the recommendation for expulsion will be scheduled for a preliminary hearing before a School Board member sitting as an administrative hearing officer and that, at that time, the hearing officer will determine if the student admits the misconduct or denies the misconduct. If the student admits the misconduct, the hearing officer shall conduct an informal hearing pursuant to ss. 120.57(2) (Please see the section titled Alternatives to Expulsion for possible consequences when a student chooses to proceed to an Informal Hearing pursuant to ss 120.57 [2]) and determine a penalty or recommendation to the School Board. If the student denies the misconduct, the matter will be scheduled for a formal hearing pursuant to ss. 120.57(1). The student and parent will be noticed as to the formal hearing as required by law. The student will be assigned to or remain at the district alternative school or another alternative program pending any hearing and the entry of any final order by the School Board.

5. A student has the right to be represented by legal counsel, or any other qualified person during the process discussed in subsection four (4) above.

6. Failure of the student or the parent to appear before the School Board at the designated time for any formal or informal hearing without good cause shall be deemed a waiver of the student's right to a hearing on the matter. Upon the determination of a waiver by the administrative hearing officer, the hearing officer shall forward his or her recommended final order to the School Board without further hearing.

7. The recommended order shall comply with the requirements of law and applicable provisions of the Uniform Rules of Procedure for administrative proceedings under ss. 120.57(1)&(2), Florida Statutes found at Fla. Admin, Code R. 28-106.101, et. seq.

8. The final order entered by the School Board shall be subject to judicial review pursuant to ss. 120.68.Fla. Stat.

Expulsion Recommendations: A student **may** be recommended for expulsion for any violation of the code for which expulsion is an optional penalty. The nature of the incident, the severity of the infraction, and the student's previous record of discipline shall be considered by the principal when making this recommendation. A student must

be recommended for expulsion for any violation of the *Student Conduct and Discipline Code* that has a mandatory expulsion consequence.

A student shall be recommended for expulsion for any violation of the Code that requires a mandatory recommendation for expulsion or for any "zero tolerance offense."

Alternatives to Expulsion: A student that is subject to a recommendation for expulsion may be assigned to the district alternative school, by the School Board member sitting as an administrative hearing officer.~~, as a consequence, subject to conditions as the School Board may impose. An assignment in lieu of expulsion is not effective until the entry of the final order by the School Board. In the interim, the student will be assigned to the district alternative school by the Superintendent.~~

In case where the student chooses not to contest the facts upon which a recommended expulsion is based and elects to proceed to an informal hearing, any assignment to the district alternative school in lieu of the recommended expulsion made be the administrative hearing officer is a final decision. The assignment shall not exceed the current school year, the following school year and any intervening summer school term.

When a student is assigned to the district alternative school in lieu of expulsion, the School Board administrative hearing officer reserves the right to extend the term of the student's assignment ~~for a period~~ not to exceed one semester or revoke the assignment and impose an expulsion for the maximum period permitted by law for the following:

1. Failure of the student to attain and maintain a 90% attendance record, except bonafide excused absences.
2. Failure to comply with the rules~~, policies~~ and/or procedures established by the district alternative school as permitted by §1003.32.

~~An assignment in lieu of an expulsion is effective immediately following the disciplinary hearing before a School Board hearing officer. Also, a student may be assigned to the alternative school during an interim period between the end of a suspension and a hearing date.~~

PROCESSING OF ADMINISTRATIVE ASSIGNMENT

There are two administrative~~alternative educational~~ assignment options available to principals: (1) an administrative assignment by the principal of the student's school to the district alternative school or another alternative program or (2) **after obtaining approval from the executive director,** assigning the student to another SCPS school (other than the district alternative school or another alternative program).

Administrative~~Alternative~~ assignments shall be processed in accordance with the procedures described below:

1. **Initial Notification of the District Office**: Telephone notification to the Director of School Safety and Alternative Education or Deassignee is to occur immediately after it has been determined that a student has committed an act warranting an administrative assignment. The administrator in charge of the case shall provide the Director of School Safety and Alternative Education or Deassignee the information outlined in the "NOTIFICATION PROCEDURES" section of this manual.

NOTE: If a weapon or contraband is involved in the incident, the principal is to immediately fax (407-320-0585) or hand-deliver a picture or photocopy of the weapon or contraband to the Director of School Safety and Alternative Education or Deassignee.

2. **Appropriate Assignment Determination**: The Pprincipal, in collaboration with the Ddirector of School Safety and Aalternative Educationplacement, will determine whether an administrative assignment is the appropriate disciplinary sanction for the offense committed by the student.

NOTE: No administrative assignment shall be made prior to consultation with the Director of School Safety and Alternative Education.

3. **Alternate SCPS School Assignment** (other than district alternative school): The principal must contact the appropriate executive director to discuss whether an administrative assignment to another SCPS school (excluding the district alternative school or another alternative program) is the appropriate disciplinary sanction for the offense committed by the student.

NOTE: An Option C recommendation to another school (excluding the district alternative school) must be processed through the appropriate executive director prior to offering it as an option to the student or parent.

4. **Conference**: The principal shall conduct a meeting with the parent/guardian to communicate the terms of the appropriate administrative assignment. The basis and rationale for the assignment shall also be provided to the parent/guardian.

   The principal shall also explain the procedures associated with processing an administrative assignment. The District Behavior Contract may be signed at this meeting provided that all of the conditions of the document are agreed upon and accepted by the parent/guardian.

5. **District Behavior Contract Signed**: Upon signature of the District Behavior Contract, the student/parent shall be provided copies of the following forms:

   (1) Student Information and Summary (Form 535 - rev. 5/24/10)
   (2) Administrator's Incident Summary (Form 955 - rev. 5/24/10)
   (3) Student Discipline Referral (Form 835 - rev. 67/2819/110)
   (4) District Behavior Contract

(5) Discipline Notification (Form 1358 rev. 75/214/110)
(6) School Expulsion/Administrative~~Alternative~~ Assignment Hearing (Form 1341(e) rev. 75/124/110)

NOTE: The school shall retain a copy of each of these documents and submit the originals in the packet that is to be forwarded to the Director of School Safety and Alternative Education or Deas~~as~~signee on the same day that copies are provided to the parents.

6. **Confirmation**: The principal shall immediately notify the Director of School Safety and Alternative Education or Deas~~as~~signee to confirm that the District Behavior Contract has been signed.

7. **Packet Submission**: Preliminary packets are to be submitted to the Director of School Safety and Alternative Education or Deas~~as~~signee on the same day as the District Behavior Contract has been signed by all the appropriate parties.

8. **Student Return to School**: The student may return to school once the student has served his/her suspension and the District Behavior Contract has been signed.

9. **Teacher Notification**: Each teacher of the assigned student will be given notification of the act committed by the student assigned to them and the extent of the consequences.

SEMINOLE COUNTY ELEMENTARY ALTERNATIVE PROGRAM

PLACEMENT, PROCEDURES, AND GUIDELINES

Students may be placed in the Elementary Alternative Program based on the following criteria:

~~**Procedures for alternative placement of 3rd, 4th and 5th Grade Students (M – mandatory recommendation for expulsion and O- optional recommendation for expulsion/administrative assignment)**:~~

~~Minimum of a semester placement~~

1. Any 3rd, 4th, or 5th grade student who commits an offense or infraction that would ~~may~~ result in a ~~mandatory~~ recommendation for expulsion based *on SCPS Student Conduct and Discipline Code* ~~(M - mandatory recommendation for expulsion) shall be subject to a hearing before a school board hearing officer, but may be recommended for assignment to the elementary alternative discipline program or assignment to another district school in lieu of expulsion~~.

2. Any 3rd, 4th or 5th grade student who is disrupting the campus on a consistent basis and it has been documented that a Behavior Intervention Plan has not been successful in eliminating the disruptive behavior:

   a. A Behavior contract should be implemented. A copy must be sent to the Principal of the Alternative Education Programs (407-320-0317).

   b. Evidence of Functional Behavior Assessment and, if applicable, the Behavior Intervention Plan is required with accompanying analysis of date and revisions.

NOTE: If a student has been referred or is in the process of being tested for Exceptional Student Education placement, the process must be completed prior to consideration for assignment to the Elementary Alternative Program.

~~A 3rd, 4th, or 5th grade student who commits an offense or infraction that may result in a recommendation for expulsion based on SCPS *Student Conduct and Discipline Code* (O – optional recommendation for expulsion) may be recommended for an administrative assignment to the elementary alternative discipline program or assignment to another district school in lieu of expulsion in consultation with the appropriate Executive Director of Elementary Education.~~

~~2. The principal will submit a completed discipline packet to the Elementary Executive Director. The Elementary Executive Director will review the packet with the Student Alternative Placement Department for placement recommendation for an M Code expulsion. An O Code administrative assignment shall be coordinated with the Elementary Executive Director or designee.~~

~~3.~~ A student recommended for the Elementary Alternative Program must have the appropriate discipline packet ~~must be~~ completed~~–~~, signed by the Principal and submitted to the Principal of Alternative Education Programs~~for either an administrative assignment (O Code) or Board assignment in lieu of expulsion (M Code) as provided herein~~.

~~4.~~ The Principal will meet with the parent(s) to inform the parent(s) of the recommended course of action.

~~5.~~ If the parent(s) contest(s) the placement of the Elementary Alternative Program, a hearing ~~recommended administrative assignment a review~~ will be scheduled with a School Board Member, acting as the Hearing Officer.

~~6.~~ Prior to the student attending the E~~e~~lementary A~~a~~lternative Program, the receiving ~~discipline program or other assignment, appropriate~~ staff and appropriate

staff members from the sending school ~~and the assigned alternative placement~~ will review the discipline packet and academic needs of the student. The staff will develop an intervention plan, meet with the parent(s) and register the student.

~~7.~~ Following the completion of a Transportation Request form and the assignment of a bus route, transportation will be provided.

~~8.~~ 7. Nine weeks ~~o later than ninety days~~ after placement, a committee consisting of the sending P~~p~~rincipal, the Elementary Executive Director~~,~~ and the Principal of the Alternative Education ~~school of assignment and appropriate staff,~~ will review the progress of the student. ~~to determine the continuing of the alternative assignment or the student's readiness to return to the student's zoned school and, if needed, develop a transition plan. Prior to student transitioning back to the student's zoned elementary school or other school of assignment, the appropriate administrative and school officials including appropriate staff members from the zone or receiving elementary school shall meet with the student's parent(s) to discuss transition back to the elementary school.~~

9.If it is determined that additional services are needed, a Student Study Team will be convened.

10.If an Exceptional Student Education (ESE) student's Individual Educational Plan (IEP) expires during attendance at the Elementary Alternative Program, the IEP team must convene prior to the expiration of the IEP. The Elementary Alternative Program teacher in conjunction with the guidance counselor on site is charged with the responsibility of scheduling the appropriate meeting and ensuring that the appropriate IEP team members participate in the meeting.

NOTE: The Elementary Alternative Program is currently located at Hopper Center, 1101 Bay Avenue, Sanford, Florida 32771.

~~8. The transition meeting should include a schedule of a gradual transition back to the elementary school.~~

~~9. A parent is entitled to have an administrative assignment by a principal and executive director reviewed by a board hearing officer. The hearing officer may confirm or modify the assignment. The decision of the hearing officer shall be final.~~

DISTRICT ALTERNATIVE PROGRAMS

Students who have previously attended a district alternative school or another alternative program and who subsequently commit an expellable offense after their

return to school shall be recommended for expulsion for a minimum of one regular school semester.

NOTE: Summer school is not considered to be a regular school semester. One regular school semester is considered the minimum length of time that a student may be recommended for placement in this program.

NOTE: Upon completion of an expulsion from all Seminole County Public Schools, the student shall be assigned to the district alternative school for a minimum of one semester prior to transitioning to the student's zoned school.

District Alternative School Requirements:
The staff will provide the student/parent with an orientation to the school and inform them of the school requirements.

1. **Transportation**: Transportation to the district alternative school or another alternative program is provided to students enrolled in the school. The district alternative school staff will communicate with the SCPS Transportation Department to make these arrangements for each student.

2. **Return to Zoned School**: A student must return to a zoned school of attendance **after** the student has successfully completed his/her assignment/expulsion (This includes all transfers and magnet students).

   The student may only re-enter the zoned school after a Transition Conference has been held at the school.

   The Transition teachers from the district alternative school shall be responsible for the scheduling of the conference. Thereafter, the teachers will serve as liaisons between the student, the school, and the district alternative school. However, the primary responsibility for providing the necessary and appropriate resources and services to assist students in being successful upon their return to the zoned school rests with the administration of the zoned school.

3. **Re-entry of students Who Attend a Public or Private School:** Students who document successful completion of a program at a private school, residential center, Florida or SCPS Virtual schools (three academic credits per semester), alternative school, or other public school during the term of their assignment, if they decline to be enrolled in Journeys Academy, may be allowed to return to the student's zoned school of attendance, without completion of the re-entry program, if approved by the appropriate executive director and consultation with the Director of School Safety and Alternative Education. A student that elects to enroll in a Home School program of education may be entitled to a waiver of the reentry program if the student meets the Florida Virtual School option stated above.

Documentation of successful completion of such a program of studies shall be submitted to the Director of School Safety and Alternative Education or de~~as~~signee for review, and to the appropriate executive director for approval.

Documentation to be submitted for review shall include, but is not limited to, the following:

A. Record of attendance at the school approximating the duration of the term of attendance.

B. Academic, attendance, and discipline records.

C. A letter of recommendation from the administration of the school indicating a belief that the student is ready for a successful return to the SCPS, and that the student would be welcomed back to that school for the coming year.

4. **Student Recommended for Expulsion from the District Alternative School**: Any student recommended for expulsion from the district alternative school for a violation of the Student Conduct and Discipline Code shall be suspended for the period permitted by law and referred to the School Board with a recommendation for expulsion. If the student is presently on court ordered probation the student will be assigned to the Eugene Gregory Memorial Youth Academy pending the outcome of the recommendation for expulsion.

NOTE: The student may not challenge the facts or the consequences of the original expulsion/assignment recommendation. The student may only contest the facts and issues related to the recommendation for dismissal from the district alternative school.

5. **Zero Tolerance Offenses at Sites of Alternative Assignment**: Students who are charged with the commission of a "Zero Tolerance" offense while attending the district alternative school or any other alternative educational assignment shall be recommended for expulsion for that incident. This expulsion recommendation will be processed as a violation of the *Student Conduct and Discipline Code*.

EUGENE GREGORY MEMORIAL YOUTH ACADEMY

The Eugene Gregory Memorial Youth Academy is an alternative educational assignment for certain students enrolled in a Seminole County Public Schools. The assignment of students to the Eugene Gregory Memorial Youth Academy is limited in scope and must be processed through the Office of Safe Schools.

Students are assigned to the Eugene Gregory Memorial Youth Academy under the following conditions:

1. **Students Suspended for an Off-Campus Felony**: Students who are formally charged with an off-campus felony, whose presence on campus is determined by the principal to have an adverse impact on the educational program, discipline, or welfare of the school, shall be indefinitely suspended from their current school and placed in the Eugene Gregory Memorial Youth Academy as an alternative educational assignment until the case is resolved.

2. **Students Expelled for an Off-Campus Felony**: Students who are determined by a court of competent jurisdiction to have committed an off-campus felony may be recommended for expulsion and assigned to the Eugene Gregory Memorial Youth Academy as an alternative educational assignment.

3. **Students Subject to Expulsion from the District Alternative School:** Students subject to expulsion from the district alternative school and are on probation shall be placed at the Eugene Gregory Memorial Youth Academy pending the decision of the hearing officer.

4. **Students Who Complete a Level Program of Juvenile Incarceration**: When a student who is on probation returns from a level program, the student will be assigned to the Eugene Gregory Memorial Youth Academy prior to being allowed to register at their zoned school of attendance. If the student is not on probation they may access their zoned school of attendance immediately, depending on the severity and level of the charge(s).

OFF-CAMPUS FELONY

Florida Statute 1006.09(2) and State Board Rule 6A-1.0956 empower principals with the authority to temporarily suspend, then indefinitely suspend, and ultimately recommend expulsion of a student who has been formally charged with~~arrested for~~ committing an off-campus felony act or a delinquent act, which would be a felony if committed by an adult.

School-related disciplinary sanctions for off-campus felony acts are discretionary on the part of the principal. The principal's primary consideration shall be whether a student's continued presence on campus would have an adverse impact on the educational program, discipline, or welfare of the school. At each level of intervention, the principal must be able to explain the rationale for arriving at this conclusion and articulate the link between the student's presence on campus and the adverse impact it would have on the school.

~~Florida Statute 1006.09(2) establishes the following criteria to be used to make a determination to suspend a student pending outcome of the formal charge(s). The incident is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled because:~~

1. ~~The nature of the offense is such that the student poses a threat to the safety of other students or personnel at the school;~~

2. ~~The student's safety is at risk by remaining in school with other students; or~~

3. ~~Such other facts as will demonstrate that the incident committed by the student will have an adverse impact on the educational program, discipline, or welfare of the school.~~

An expulsion recommendation may be made if a student is found by a court of competent jurisdiction to have committed such an act. By definition, a student is found to have committed a felonious act if he/she enters a plea of nolo contendere or guilty, or elects to go to trial and a verdict of guilty is pronounced. This rule applies even if the court directs adjudication withheld.

The suspension must be terminated if the charges are dismissed and the student is permitted to immediately return to his or her zoned school.

THE FOLLOWING PROCEDURES ARE TO BE FOLLOWED WHEN PROCESSING STUDENTS CHARGED WITH AN OFF-CAMPUS FELONY.

A. **Principal Notified of a Student's Felony Arrest** - Upon receiving notification of a student having been arrested for an off-campus felony, the principal shall monitor the situation to determine when formal charges are brought against the student by the prosecuting attorney (The School Resource Officer should assist the principal in obtaining this information).

Note: No suspension can be imposed and no expulsion recommendation can be made at this time.

B. **Principal Notified Formal Charges Filed Against Student:**
Upon receiving notification of formal charges being filed against a student for having been arrested for an off-campus felony, the principal shall:

1. **Immediately Notify the Director of School Safety and Alternative Education or DeAssignee -** Upon confirmation of formal charges being filed against a student, the Director of School Safety and Alternative Education or deassignee is to be contacted immediately to discuss the nature of the offense and the possibility of imposing school sanctions.

2. **Notify the Parent -** Written notification of the specific charges against the student and of the right to a conference at the school must be provided prior to any disciplinary action being taken by the principal.

The law requires the written notice to stipulate a date of the conference which shall not be less than two school days or more than five school days from the post marked date, or delivery of the notice. A copy of this notification is to be forwarded to the Director of School Safety and Alternative Education or Deassignee on the same day that it is mailed to the student/parent.

3. **Pending the Conference** - The student may be temporarily suspended from school until the school conference is held if the principal concludes that the student's presence would have an adverse impact on the educational program, discipline, or welfare of the school.

NOTE: Appendix A contains a model letter that meets the statutory requirements for post conference student/parent notification of the school conference and the temporary suspension of the student.

4. **The Conference** - This meeting shall be conducted by the principal and may be attended by the student, the parent, a student's legal counsel, and any witnesses requested by the student or principal. In conducting the conference, the principal is not bound by the rules of evidence or any other courtroom procedure, and no transcript of the testimony shall be required.

   The purpose of the conference with the student and the parent is to establish whether the principal finds that the student's continued presence on campus would have an adverse impact on the educational program, discipline, or welfare of the school and therefore require an indefinite suspension until the case is resolved in court. The principal must determine that the nature of the offense is such that the student poses a threat to the safety of other students or personnel at the school, or the student's safety is at risk by remaining in school with other students, or an alternative education assignment will better meet the educational, emotional, and social needs of the student.

5. **Indefinite Suspension and Alternative Assignment for Services** - If the principal finds that the student's continued presence would have an adverse impact on the educational program, discipline, or welfare of the school, the student shall be indefinitely suspended from school and assigned to the Eugene Gregory Memorial Youth Academy ~~as an alternative assignment~~ until the case is resolved.

6. **Statutory Waiver of Discipline** - Florida Statutes Section 1006.09 requires the principal to inform a student who is subject to discipline or expulsion for the unlawful possession or use of any controlled substance as defined in s. 893.02, while off campus, that he or she may be entitled to a waiver of the discipline or expulsion if the student divulges information leading to the arrest and conviction of the person who supplied the controlled substance to him or her, or if the student voluntarily discloses his or her unlawful possession of such controlled substances prior to his or her arrest. Any such information divulged which leads

to arrest and conviction is not admissible as evidence in a subsequent trial against the student divulging such information.

This same law also requires the principal to inform a student that he/she is entitled to a waiver of the discipline or expulsion if the student commits himself/herself, or is referred by the court in lieu of sentence, to a state-licensed drug abuse program and successfully completes the program.

NOTE: The waiver outlined in FS 1006.09 applies only to incidents that occur off campus. This waiver does not apply to those incidents occurring on campus.

7. **Notify the Director of School Safety and Alternative Education or DeAssignee** - Contact must be made to notify that the student has been placed on indefinite suspension. The Director of School Safety and Alternative Education or Deassignee shall notify the Eugene Gregory Memorial Youth Academy of the name of the student and the need to provide the student with an alternative education program until notified of a change in the student's legal status.

8. **Notify the Parent of Suspension Decision** - The law requires that, following the hearing, the student/parent be notified, in writing, within five schooltwo working days of the principal's decision regarding whether to impose an indefinite suspension until the court resolves the formal charges. A copy of this notification is to be forwarded to the Director of School Safety and Alternative Education or Deassignee on the same day that it is mailed to the student/parent.

NOTE: Appendix B contains a model letter that meets the statutory requirements for post conference student/parent notification.

C. **Principal Notified that the Court Determined the Student Committed Off-Campus Felony**

Upon receiving confirmation (School Resource Officer should assist with obtaining this information) that the court found the student to have committed an off-campus felony the principal shall:

1. **Notify the Director of School Safety and Alternative Education or Assignee** - to inform them of the court's determination and what preliminary disciplinary recommendation will be made to the Superintendent. The nature and severity of the felony act shall be given primary consideration in determining which disciplinary option is recommended.

NOTE: By definition, a student is found to have committed a felony if he/she enters a plea of nolo contendre (no contest) or guilty, or a verdict of guilty is pronounced. This rule applies even if the court directs adjudication withheld.

NOTE: No expulsion recommendation can be made if the court directs the case be dismissed (Non Prosequitur).

2. **Limitation on Expulsion Options Available** - The law requires that any student recommended for expulsion/suspension for an off-campus felony pursuant to the dictates of Florida Statutes Section 1006.09 be provided alternative educational services during the time of his/her expulsion.

D. **Principal Notified the Charges Were Dismissed or that the Court Determined the Student Did Not Commit a Felony**

Upon confirmation that the formal charges against a student have been dismissed, that the court determined the student did not commit a felony or that a verdict of not guilty~~innocent~~ was pronounced, the principal shall:

1. Terminate any suspension related to the off-campus incident and arrest.

2. Allow the student to return to school with no disciplinary sanction being imposed on the student.

E. **Student is placed in a Prosecution Alternatives Program or a Pretrial Intervention Program**

The placement of a student into a prosecution alternatives program or a pretrial intervention program does not alter the fact that the student remains formally charged with a felony.

Therefore, a student is to remain suspended out-of-school indefinitely until the charges are actually dismissed or the student is found not to have committed a felonious act off campus. The student shall continue to attend the Eugene Gregory Memorial Youth Academy during this time of suspension.

NOTE: The procedures outlined in this section do not apply to felonies committed by a student while at school, at school-sponsored events, on School Board owned property, or being transported to or from school-sponsored events at school or public expense. Such acts are processed according to the guidelines outlined in the *Student Conduct and Discipline Code*.

NOTE: The Florida Statutes make no provision for the expulsion of a student arrested, found guilty, or who has adjudication withheld for an off-campus delinquent act that would be classified as a misdemeanor. A student, therefore, may not be expelled from the Seminole County Public Schools if arrested, prosecuted, and found guilty of such an act.

VIOLATION OF DISTRICT BEHAVIOR CONTRACT

The procedures outlined below apply to those situations where it is believed that a student has breached the terms of a District Behavior Contract after having been granted the opportunity to attend another district school other than the student's zoned school as an alternative to expulsion.

1. **Determination of Violation**: If it is determined that the student violated the terms of the District Behavior Contract the principal of the student's school of assignment shall immediately notify the Director of School Safety and Alternative Education or Deassignee.

2. **Determination of Appropriate Sanction**: The principal and the Director of School Safety and Alternative Education shall collaborate to determine what disciplinary recommendation will be made to the School Board.

   These recommendations are limited to Option A (previous discipline for an A code mandatory recommendation for expulsion) or Option B (previous discipline for an O code administrative assignment). The severity of the original infraction and the nature of the violation of the contract will be taken into consideration when making a determination of what recommendation will be made to the School Board.

3. **Limits of Student Challenge**: The student has the right to a review of a finding that the student violated the terms of the District Behavior Contract.

   Thereafter, depending upon the principal's disciplinary recommendation, a challenge shall be limited to the facts underlying the charged violation of the contract.

NOTE:	At this hearing, the student may not challenge the facts or the consequences of the original recommendation that resulted in an alternative education assignment underlying the district behavior contract. The student may only contest the allegation that he/she violated the terms of the contract.

4. **Option B Challenge**: If the student/parent objects to an Option B administrative assignment, the matter shall be scheduled for a review of the assignment before the School Board's designated hearing officer. A comprehensive packet of documentation is required. The only issue that may be addressed at the hearing will be that of the infraction considered to be a violation of the original District Behavior Contract.

FOR EARLY RE-ENTRY BY ALTERNATIVE ASSIGNED STUDENTS

When Assigned by a Hearing Officer: Where students are assigned to the District Alternative School by a Hearing Officer, that Hearing Officer in cooperation and

agreement with the Principal of the District Alternative School, may reduce the amount of time a student must attend the District Alternative School by up to 25% of the assigned time. In order to be considered for early re-entry, a student must have spent a minimum of twelve weeks at the District Alternative School, have no unexcused absences, no discipline referrals and a 2.5 GPA in all coursework attempted at the District Alternative School. The student must reappear before the Hearing Officer who made the original assignment to request early re-entry.

When Administratively Assigned by a School Principal: When administratively assigned to the District Alternative School, the assigning school Principal, in cooperation and agreement with the Principal of the District Alternative School, may reduce the amount of time a student must attend the District Alternative School by up to 25% of the assigned time. In order to be considered for early re-entry, a student must have spent a minimum of twelve weeks at the District Alternative School, have no unexcused absences, no discipline referrals and a 2.5 GPA in all coursework attempted at the District Alternative School.

FOR EARLY RE-ENTRY BY EXPELLED STUDENTS

Students who have been expelled from the Seminole County Public Schools may appeal to the School Board for re-entry through the district alternative school in advance of the completion of the term of their expulsion. An appeal for re-entry is made through the Director of School Safety and Alternative Education or Deassignee and is not typically granted to students prior to them having served a minimum of one (1) semester of a multi-semester term of expulsion.

Students shall submit to the Director of School Safety and Alternative Education or deassignee a written request for permission to re-enter the Seminole County Public Schools. Additionally, students must provide a written explanation as to why it would be appropriate for the School Board to allow them to re-enter the Seminole County Public Schools. Students may also provide letters of endorsement and other documentation supporting their request. This information shall be presented to the School Board by the Executive Director of Secondary Education/designee at the next scheduled discipline hearing.

After review of the written request and supplemental information, the expulsion panel (appropriate executive director, Director of School Safety and Alternative EducationPlacement and school principal) shall make a determination to grant or deny an appeal for re-entry. This formal consideration shall be placed on the agenda of the next scheduled discipline hearing. A denial to grant formal consideration for re-entry may not be appealed.

Students granted permission by the School Board to re-enter the Seminole County Public Schools prior to the completion of their expulsion term shall be required to transition to their zoned school through the district alternative school for a minimum of one semester.

RE-ENTRY OF EXPELLED STUDENTS

Upon completion of a term of expulsion from the Seminole County Public Schools, students shall be required to transition to their zoned school through the district alternative school for a minimum of one semester.

NOTE: Students are subject to the School Board Policies and the *Student Conduct and Discipline Code* while assigned to the Eugene Gregory Memorial Youth Academy or a district alternative school.

~~**STUDENTS ARE NOT PERMITTED TO APPLY FOR EARLY RE-ENTRY TO THEIR ZONED SCHOOL FROM EITHER THE DISTRICT ALTERNATIVE SCHOOL (JOURNEYS ACADEMY) OR THE EUGENE GREGORY MEMORIAL YOUTH ACADEMY.**~~

ENROLLMENT OF STUDENTS EXPELLED/DISMISSED FROM OTHER SCHOOL DISTRICTS OR PRIVATE SCHOOLS

Students from another public school district, a private school, or a charter school seeking to enroll in a zoned school of attendance in Seminole County who have been assigned to an alternative school, or who are currently being recommended for expulsion or dismissal, or who have been expelled or dismissed may petition for enrollment through the Director of School Safety and Alternative Education or de~~as~~signee. In collaboration with the appropriate executive director, the Director of School Safety and Alternative Education or De~~as~~signee will determine appropriate placement in Seminole County Public Schools. All students who have been expelled are required to participate in the district re-entry program conducted at Journeys Academy for a minimum of one semester.

The Director of School Safety and Alternative Education or De~~as~~signee and the relevant Executive Director shall review the information relevant to the expulsion or dismissal decision of the previous school of attendance. The cumulative academic, attendance, and disciplinary history of the student will also be given consideration prior to making a decision for admittance and/or placement.

If a final order of expulsion has been imposed upon the student from the previous school district, the Director of School Safety and Alternative Education or DeAssignee may:

1. Honor the expulsion or dismissal of the student from the previous school district; or
2. If on court ordered probation assign the student to the Eugene Gregory Memorial Youth Academy, subject to approval by the Sheriff of Seminole County, Florida; or
3. Assign the student to the SCPS alternative program, Journeys Academy, for the duration of the expulsion imposed by the student's prior school district of attendance.

Students with disabilities, either under IDEA or Section 504, and those suspected of having a disability must have a manifestation determination meeting conducted prior to being administratively assigned to a different school or expelled from Seminole County Public Schools. Participation and/or input from the school district or private school where the misconduct occurred must be obtained when determining the relationship of the misbehavior to the student's disability. If the behavior in question is determined to NOT be a manifestation of the student's disability, the student may be administratively assigned to an alternative assignment. If the behavior subject to disciplinary action is determined TO BE a manifestation of that student's disability, the student must remain at the current school of assignment and the Student Study Team should consider modifications to either the IEP or 504 Plan in order to prevent the recurrence of the behavior.

PROCESSING ADMINISTRATIVE~~ALTERNATIVE~~ EDUCATIONAL ASSIGNMENTS/EXPULSION RECOMMENDATION FOR STUDENTS WITH DISABILITIES

Any regular student recommended for suspension, administrative~~alternative~~ assignment, or expulsion who has been referred for evaluation, is in the process of being evaluated, or is suspected of having a disability must be processed using the guidelines for students with disabilities.

Administrative~~Alternative~~ Educational Assignments for Exceptional Education students: Students with disabilities, either under IDEA or Section 504, and those suspected of having a disability must have a manifestation determination meeting conducted prior to being administratively assigned to a different school. If the behavior in question is determined to NOT be a manifestation of the student's disability, the student may be administratively assigned to an alternative assignment. If the behavior subject to disciplinary action is determined TO BE a manifestation of that student's disability, the student must remain at the current school of assignment and the Student Study Team should consider modifications to either the IEP or 504 Plan in order to prevent the recurrence of the behavior.

The discipline (suspension or expulsion) of a student with a disability under § 1003.57, Fla. Stat. (IDEA) must comply with the requirements of State Board Education Rule 6A-6.03312.

The discipline (suspension or expulsion) of a student with a disability under § 504 of the Rehabilitation Act of 1973 must comply with the requirements of 34 C.F.R. Part 104 as issued by the Office of Civil Rights of the U.S. Department of Education.

FILE REVIEW

KEY TERMS

If you see any of the following terms in a student's file that is being processed for suspension, administrative~~alternative educational~~ assignment, or expulsion, please bring it to the attention of the Exceptional Student Support Services area administrator.

- Attention Deficit Disorder
- Attention Deficit Hyperactivity Disorder
- ADD
- ADHD
- Hyperactive
- Overactive
- Ritalin
- Medication
- Impulsiveness
- Distractible
- Short Attention Span
- Depression
- Bi-Polar
- Psychiatric
- Counseling
- Therapy

SPECIAL ISSUES

1. **Repetitive Expulsions**: Students expelled a second time in their secondary school career shall be recommended for expulsion for a minimum of one regular school semester.

NOTE: Summer school is not considered to be a regular school semester.

2. **Prior Attendance at the District Alternative School**: Students who have previously attended the district alternative school who subsequently commit an expellable offense after their return to a zoned school of attendance shall be recommended for expulsion for a minimum of one regular school semester. At the conclusion of the expulsion the student will return through the district alternative school for a minimum of one semester prior to transitioning to their zoned school of attendance.

3. **Zero Tolerance**: The School Board requires that a student be recommended for expulsion for a minimum of one (1) year if he/she commits any of the acts outlined in the Zero Tolerance Policy in the *Student Conduct and Discipline Code*.

   The School Board allows for the re-entry of a student under the conditions of a District Behavior Contract if a student commits any of the acts outlined in the Zero Tolerance Policy in the *Student Conduct and Discipline Code*. This language is permissive and does not prohibit a principal from making a preliminary recommendation for expulsion if the circumstances warrant such a recommendation.

FINAL REVIEW OF PACKET PRIOR TO SUBMISSION TO THE DIRECTOR OF SCHOOL SAFETY AND ALTERNATIVE EDUCATION OR DESIGNEE~~ASSIGNEE~~

Rules to follow prior to submitting a packet to the Director of School Safety and Alternative Education, or designee:

1. All student witness names must be redacted on all forms and in all statements;
2. Packets are to be single sided;
3. Do not staple any portion of the packet;
4. Do not submit form 1483 with packet if the student is zoned for your school;
5. Do not provide the parent(s) or guardian(s) with a Board Discipline Hearing date without contacting the Director of School Safety and Alternative Education or designee;
6. If a parent or guardian refuses or is unavailable to sign the packet, please forward the packet to the Office of School Safety and Alternative Education indicating refusal or unavailability to sign;
7. A parent or guardian, who refuses or is unavailable to sign the packet, must receive a letter stating the principal's instructions for expulsion and/or administrative assignment, with a return receipt request, and
8. Send a copy of the letter to the Office of School Safety and Alternative Education to be added to the packet.

It is imperative that the following documentation be thoroughly reviewed by the principal/designee prior to submitting a packet for processing to the Director of School Safety and Alternative Education or Designee~~assignee~~. Double check all paperwork for correct grammar, spelling and punctuation.

1. **Use of Current Forms**: Make sure the forms used for processing a recommendation are the most current/revised forms available.

   The "Documentation required" page provided in this manual for each option identifies the operative revision date of each form required to process that recommendation.

NOTE: If the forms are not current, the packet will be returned to the school for the transfer of the information to the appropriate forms.

2. **Get Required Signatures**: Be sure to double-check forms to confirm that all forms have been signed by the appropriate parties (Administrator's name must be printed under his/her signature).

NOTE: The absence of all appropriate and required signatures on forms will result in the packet being returned to the school to obtain the missing signatures.

3. **Use Forms in Native Language**: It is imperative that all ESOL students and their parents be provided with a packet with forms written in English and duplicate forms that have been translated into their native language.

NOTE: Packets will be returned to the school if only English forms are provided to an ESOL student/parent.

4. **Screen for ~~Subjective~~ Comments on Teacher Observation Sheets or Student Referral Forms**: Review these two forms to ensure they do not contain subjective comments for which teachers~~they~~ have no professional training or expertise to deduce.

   Also, review these documents to ensure they do not contain subjective comments that are editorial statements of thoughts or feelings rather than objective statements of observable facts.

   Examples of inappropriate subjective statements include comments such as:
   a. "It is my personal opinion that this student's behavioral problems stem from a possible disorder such as ADHD."
   b. "It is my opinion that this student needs to seek counseling and not be around other students at this time."
   c. "This student has emotional problems."
   d. "This kid is a jerk."
   e. "I've had it with this kid, he has a smart mouth."

   If an inappropriate comment is made on a form by a faculty or staff member, the form must be returned to the individual and a request made for the submission of a revised statement that reports events that have been observed with objective conclusions to communicate concern.

5. **Have Witness Statements Sworn to and Notarized**: Every individual who provides a witness statement must swear to the truth of his/her statement, sign and have the statement notarized by a certified Notary Public. Redact student names on witness statement copies.

If the Notary Public does not swear the statement, the statement may not be admissible as evidence in an expulsion hearing.

NOTE: Swearing of the statement requires the witness to raise his/her right hand and affirm the truthfulness of the content of the statement to the Notary Public. Witness statements that are not notarized will be returned to the school.

6. **Check Records for Possible Section 504 or ESE Placement**: Surprise revelations of a student being prescribed Ritalin or any other medication for treatment of ADD/HD, depression, or an emotional debilitation may cause the expulsion process to come to a halt. The Executive Director of Exceptional Student Services must be contacted for directions before proceeding.

WITHDRAWAL PROCEDURES FOR STUDENTS RECOMMENDED FOR EXPULSION/ADMINISTRATIVE~~ALTERNATIVE~~ ASSIGNMENT

The following procedures have been established for the withdrawal of students who have been recommended for expulsion (Option A), and for the transfer of students to the district alternative school (Option B) or to another zoned school (Option C).

1. **Option A** - Expulsion

   The Director of School Safety and Alternative Education or Deassignee shall issue a Final Order of Expulsion to the:
   A. Parent
   B. School Expulsion Contact - this information is to be shared with the data entry and guidance secretaries who will in turn enter a withdrawal code of W-21 and will enter a disposition code of 21 into the discipline system.

   The hearing date indicated on the Final Order of Expulsion shall be entered as the date of withdrawal.

2. **Option B** – Enrollment in the district alternative school

   The Director of School Safety and -Alternative Education or Deassignee shall issue a Letter of Notification to the:
   A. Parent
   B. School Expulsion Contact - this information is to be shared with the data entry and guidance secretaries who will in turn enter a code of W-02 and will enter a disposition code of 20 into the discipline system.

The ~~hearing~~ date following the suspension indicated on the Letter of Notification shall be entered as the date of transfer. The student's cum records folder is not to be sent until requested by the district alternative school (Journeys Academy).

If a student does not report to the district alternative school within five days, he or she shall be referred to the proper authorities as truant. The principal of the district alternative school shall also notify the Director of School Safety and Alternative Education or De~~as~~signee.

3. **Option C** – Enrollment in a private/home school

If the parent notifies the school or the Director of School Safety and Alternative Education or De~~as~~signee that the student has been accepted to a private school for the duration of his/her expulsion, the withdrawal code will still remain a W-21. It will be the parent's responsibility to provide the appropriate paperwork, as outlined in the Discipline~~Expulsion~~ Procedures Manual, to the Director of School Safety and Alternative Education or De~~as~~signee to review and determine the re-entry of the student into Seminole County Public Schools at the end of the expulsion term. ~~If the documentation is acceptable~~:

Note: High School (Driver's License Suspension)
If a student enrolls in a private school instead of attending the district alternative school:

- The school will request proof of enrollment from the private school.
- Once enrollment is verified, the school will leave the withdrawal code of W-21 but will notify Information Services via email to remove student from the list submitted to DMV.

If a student is a home school student:

- Must show proof they are officially enrolled with the school district as a home school student.
- Parents must validate attendance and/or home school accrediting agency.

Option C - Recommended to another Seminole County public school, other than their zoned school (excluding Journeys Academy, the district alternative school) or returning to his/her zoned school under a District Behavior Contract

The Director of School Safety and Alternative Education or De~~as~~signee shall issue a Letter of Notification **to** the:

A. Parent
B. Alternative assignment from Zoned School - this information is to be shared with the data entry and guidance secretaries who will in turn enter a withdrawal code of W-02 and will enter a disposition code of 20 into the discipline system.

The assignment date indicated on the Letter of Notification shall be entered as the date of transfer. The student's cum records folder should not be sent until requested.

C. ~~**Assignment to Another Seminole County Public School** - this information is to be shared with the data entry and guidance secretaries at the receiving school. (The principal of the receiving school will have previously agreed to the transfer.) This information is also to be shared with the student's guidance counselor since this is a significant event in a student's life. A transition conference should take place with parent/student and school administrator.~~

(Rev. 8/19/10)

EXCLUSION FROM ALL
SEMINOLE COUNTY PUBLIC SCHOOLS

OPTION A

This expulsion option is to be recommended when, in the judgment of the zoned school principal, a student who committed an expellable offense threatens the integrity of Seminole County Public Schools or the safety of the offending student or other students in the school district.

It is absolutely necessary to include a copy of the discipline referral associated with the specific incident leading to the recommendation. Moreover, if an incident requires the use of student witness statements, then these statements must be included in the packet. Due process also requires a copy of the written statement of the student who is being recommended for expulsion to be included in the expulsion packet.

Teacher Observation sheets must be completed and submitted in the comprehensive expulsion packet by each of the student's teachers. It is essential that these observations be written in objective terms that document observations and not include subjective narrative or speculative commentary on the part of a teacher.

Refer to the subsection in this manual that outlines the procedures for processing an expulsion recommendation that requires a formal hearing.

The documentation required for processing an Option A recommendation is presented on the page that follows. It is essential that each form be included in the expulsion packet.

NOTE: Please remember to fax (407-320-0585) a copy of form 1358 and 1341 to the Alternative Placement Office.

DOCUMENTATION REQUIRED

OPTION A

The documentation listed below must be submitted to the Director of School Safety and Alternative Education or deassignee in order to process an Option A expulsion recommendation. This page may be used as a checklist to ensure all required documents are accounted for.

- □ **Student's Demographic Sheet**
- □ **Form 535** (rev. 5/24/10) - *Student Information and Summary*
- □ **Form 535 ESSS** (rev. 75/124/119) – *IDEA/504 Information and Summary* (if applicable)
- □ **Form 1358** (rev. 75/214/110) – *Discipline Notification*
- □ **Form 1341** (rev. 75/124/110) – *Expulsion Hearing/Administrative Alternative Assignment Review*
- □ **Form 955** (rev. 5/24/10) - *Administrator's Incident Summary*
- □ **Form 835** (rev. 67/28819/110) - *Discipline Referral*
- □ **Form 835DOE** (rev. 67/28819/110) *Discipline Referral Florida Department of Education* (if applicable)
- □ **Form 954** (rev. 5/24/10) - *Witness Statements*
- □ **Form 472** (rev. 9/3/07) - *Teacher Observations of Student*
- □ **Form 1483 (1/10/11) –** *Termination of Transfer or Magnet School Assignment* (if applicable)
- □ **Student's Discipline Record** - *Discipline Referrals for Current Year*
- □ **Student's Discipline History** - *Summary Record of Previous Year(s) Referrals*
- □ **Student's Criminal History** - (*If expulsion is based on a criminal act*)
- □ **Student's Attendance Report**
- □ **Copy of Student's Report Card**
- □ **Student's Current Academic Transcript**
- □ **A photocopy of any weapon or other supporting evidence involved in the expulsion incident**
- □ **Trespass Warning** (rev. 7/6/11~~09~~)
- □ **Letter from Principal –** *Appendix D*

ENROLLMENT IN DISTRICT ALTERNATIVE PROGRAMS

OPTION B - CONTESTED

Option B is reserved for administratively assigning students (3rd-12th grade) to an alternative educational environment.

This option will be used when:

- a parent(s) of student objects to the length of time the student is assigned to an alternative program.

- in judgment of the zone school principal, a student who committed an offense would threaten the integrity of the zoned school or safety of the offending student or other students at the zoned school.

- in the judgment of the zone school principal, the interests of the school district and the offending student would be best served by placement of the student in a district alternative program.

The documentation required for processing an Option B recommendation is presented on the following page. It is essential that each form be included in the packet.

NOTE: Please remember to fax (407-320-0585) a copy of forms 1358 and 1341 to the Alternative Placement Office.

DOCUMENTATION REQUIRED
OPTION B - CONTESTED

The documentation listed below must be submitted to the Director of School Safety and Alternative Education or deassignee in order to process an Option B assignment. This page may be used as a checklist to ensure all required documents are accounted for.

- ☐ **Student's Demographic Sheet**
- ☐ **Form 535** (rev. 5/24/10) - *Student Information and Summary*
- ☐ **Form 535 ESSS** (rev. 75/214/110) – *IDEA/504 Information and Summary* (if applicable)
- ☐ **Form 1358** (rev. 75/214/110) - *Discipline Notification*
- ☐ **Form 1341** (rev. 75/124/110) - *Expulsion Hearing/Administrative Alternative Assignment review*
- ☐ **Form 955** (rev. 5/24/10) - *Administrator's Incident Summary*
- ☐ **Form 835** (rev. 67/2819/110) - *Student Discipline Referral*
- ☐ **Form 835DOE** (rev. 67/2819/110) *Discipline Referral Florida Department of Education* (if applicable)
- ☐ **Form 954** (rev. 5/24/1010) - *Witness Statements*
- ☐ Form 472 (rev. 9/3/07) – *Teacher Observations of Student*
- ☐ **Form 511** (rev. 4/09) – *ESSS Student Study Team Summary* (if applicable)
- ☐ **Form 1351** (rev. 9/07) FED – *ESSS Section 504 Student Study Team Summary* (if applicable)
- ☐ Form 1483 (1/10/11) – *Termination of Transfer or Magnet School Assignment* (if applicable)
- ☐ **District Behavior Contract** (rev. 6/6/1109)
- ☐ **A photocopy of any weapon or other supporting evidence involved in the expulsion incident**
- ☐ **Trespass Warning** (rev. 7/096/11)
- ☐ **Student's Discipline Record** – *Discipline Referrals for Current Year*
- ☐ **Student's Discipline History** – *Summary record of previous years*
- ☐ **Student's Criminal History** – (*If discipline is based on a criminal act*)
- ☐ **Student's Attendance Report**
- ☐ **Copy of Student's Report Card**
- ☐ **Student's Current Academic Transcript**
- ☐ **Letter from Principal** – *Appendix C*

DOCUMENTATION REQUIRED

OPTION B – UNCONTESTED

Option B – Uncontested is reserved for administratively assigning students (3rd-12th grade) to an alternative educational environment.

This option will be used when:

- in the judgment of the zoned school principal, a student who committed an offense would threaten the integrity of the zoned school or safety of the offending student or other students at the zoned school.

- in the judgment of the zoned school principal, the interests of the school district and the offending student would be best served by placement of student in a district alternative program.

- parent(s) of student **does not** contest the length of time the student has been assigned to an alternative program.

DOCUMENTED REQUIRED

OPTION B – UNCONTESTED

The documentation listed below must be submitted to the Director of School Safety and Alternative Education or desassignee in order to process an Option B – Uncontested recommendation. This page may be used as a checklist to ensure all required documents are accounted for.

- □ **Letter from Principal** – *Appendix C*
- □ **Form 1341** (rev. 75/124/110) *Expulsion Hearing/Administrative~~Alternative~~ Assignment Review*
- □ **Form 1358** (rev. 75/~~2~~14/110) – *Discipline Notification*
- □ **Form 835** (rev. 6~~7~~/28~~19~~/110) – *Discipline Referral*
- □ **Form 835DOE** (rev. 6~~7~~/28~~19~~/110) – *Discipline Referral Florida Department of Education* (if applicable)
- □ **Form 954** (rev. 5/24/10) – *Student Witness Statement*
- □ **Form 955** (rev. 5/24/10) – *Administrator's Incident Summary*
- □ **Form 1483** (1/10/11) – *Termination of Transfer or Magnet School Assignment* (if applicable)
- □ **Copy of Discipline Behavior Contract** (rev. 6/6/1109~~09~~)
- □ **Student's Demographic Sheet**
- □ **Trespass Warning** (rev. 7/6/1109~~09~~)
- □ **Student's Current Academic Transcript**

ASSIGNMENT TO AN OUT-OF-ZONE SCHOOL

OPTION C

An Option C recommendation is appropriate when, in the judgment of the zoned school principal, in consultation with the appropriate executive director and the Director of School Safety and Alternative Education or De~~as~~signee, the offending student would be best served by placement in a different traditional school environment under the terms of a District Behavior Contract.

The documentation required for processing an Option C recommendation is presented on the page that follows. It is essential that each form be included in the packet.

NOTE: Please remember to fax (407-320-0585) forms 1358 and 1341e to the Alternative Placement Office.

DOCUMENTATION REQUIRED

OPTION C
Out-of-Zone School Assignment

The documentation listed below must be submitted to the Director of School Safety and Alternative Education or deassignee in order to process an Option C – Out-of-Zone School Enrollment packet. This page may be used as a checklist to ensure all required documents are accounted for.

- □ **Form 535** (rev. 5/24/10) - *Student Information and Summary*
- □ **Form 535 ESSS** (rev. 5/24/10) – *IDEA/504 Information and Summary* (if applicable)
- □ **Form 1358** (rev. 75/214/110) - *Discipline Notification Form*
- □ **Form 1341** (rev. 75/124/110) - *Expulsion Hearing /Administrative~~Alternative~~ Assignment Review*
- □ **Form 955** (rev. 5/24/10) - *Administrator's Incident Summary*
- □ **Form 835** (rev. 67/2819/110) - *Student Discipline Referral*
- □ **Form 835DOE** (rev. 67/2819/110) – *Discipline Referral Florida Department of Education* (if applicable)
- □ **Form 954** (rev. 5/24/10) - *Witness Statements*
- □ **Form 511** (rev. 4/09) – *ESSS Student Study Team Summary*
- □ **Form 1351** (rev. 9/07) – *ESSS Section 504 Student Study Team Summary* (if applicable)
- □ **District Behavior Contract** (rev. 7/6/1109)
- □ **Student's Demographic Sheet**
- □ **A photocopy of any weapon or other supporting evidence involved in the expulsion incident**
- □ **Student's Current Academic Transcript**

ZONED SCHOOL ASSIGNMENT

OPTION C

An Option C recommendation is appropriate when, in the judgment of the zoned school principal, in consultation with the appropriate executive director and the Director of School Safety and Alternative Education or de~~as~~signee, the interests of the school district and the student would be best served by allowing the student to return to their zoned school under the terms of a District Behavior Contract.

The documentation required for processing an Option C recommendation is presented on the page that follows. It is essential that each form be included in the packet.

DOCUMENTATION REQUIRED

OPTION C
Zone School Assignment

The documentation listed below must be submitted to the Director of School Safety and Alternative Education or Deassignee in order to process an Option C assignment. This page may be used as a checklist to ensure all required documents are accounted for.

- ☐ **Form 535** (rev. 5/24/109) - *Student Information and Summary*
- ☐ **Form 535 ESSS** (rev. 5/24/10) – *IDEA/504 Information and Summary* (if applicable)
- ☐ **Form 1358** (rev. 75/214/110) - *Discipline Notification*
- ☐ **Form 1341** (rev. 7/5214/110) – *Expulsion Hearing/Administrative Alternative Assignment Review*
- ☐ **Form 955** (rev. 5/24/10) - *Administrator's Incident Summary*
- ☐ **Form 835** (rev. 67/2819/110) - *Discipline Referral*
- ☐ **Form 835DOE** (rev. 67/2819/110) – *Discipline Referral Florida Department of Education* (if applicable)
- ☐ **Form 954** (rev. 5/24/10) - *Witness Statements*
- ☐ **Form 511** (rev. 4/09) – *ESSS Student Study Team Summary* (if applicable)
- ☐ **Form 1351** (rev. 9/07) – *ESSS Section 504 Student Study Team Summary* (if applicable)
- ☐ **District Behavior Contract** (rev. 7/6/1109)
- ☐ **Student's Demographic Sheet**
- ☐ **Student's Current Academic Transcript**
- ☐ **A photocopy of any weapon or other supporting evidence involved in the expulsion incident**

FORMS FOR PREPARING A DISCIPLINE PACKET

Options A-C

Refer to the checklist provided within the Discipline Procedures Manual for each Option to determine the form title/number to be used when preparing a packet. (All Seminole County Public Schools will be provided a copy of all listed forms.)

Form 535 (rev. 5/24/10) - Student Information and Summary

Form 535 ESSS (rev. 5/24/10) - Student Information and Summary (if applicable)

Form 1341 (rev. 7~~5~~/1~~2~~4/110~~9~~) - Expulsion Hearing/Alternative Assignment Review

Form 1358 (rev. 7~~5~~/~~/2~~14/110~~9~~) - Discipline Notification

Form 955 (rev. 5/24/10) - Administrator's Incident Summary

Form 954 (rev. 5/24/10) - Witness Statements

Form 472 (rev. 9/07) - Teacher Observations

Form 1483 (1/10/11) – Termination of Transfer or Magnet School Assignment

District Behavior Contract (rev. 7/6/1109~~09~~)

Re-Entry Behavior Contract (rev. 8/18/10)

Trespass Warning (rev. 7/6/1109~~09~~)

Assignment Letters

(Forms translated to the Spanish language are Included)

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

STUDENT INFORMATION and SUMMARY

A Discipline Hearing is scheduled to process this recommendation for:

STUDENT NAME: _____ SCHOOL: _____

☐ A **EXPULSION** from all **SCPS** until: _____

☐ B Administrative Assignment to Journeys Academy: _____

☐ C Present School of Attendance or Another District School until: _____

1. YES ☐ NO ☐ This student is presently receiving ESOL services.

2. YES ☐ NO ☐ This student has received a packet in his/her primary language.

3. YES ☐ NO ☐ The parents have received a packet in their primary language.

_____ _____

PRINCIPAL/PRINCIPAL'S DESIGNEE DATE

_____

(Print name)

SCPS Form 535(e) (Rev. 05/2410) SB Student not receiving or being evaluated for IDEA/Section 504 Services

ESCUELAS PÚBLICAS DEL CONDADO SEMINOLE, FLORIDA

RESUMEN DE INFORMACIÓN DEL ESTUDIANTE

Una Vista Formal es requerida o ha sido peticionada para procesar esta recomendación para:

NOMBRE DEL ESTUDIANTE: _____ ESCULA: _____

☐ A Expulsión de todas las Escuelas Públicas del Condado Seminole hasta: _____

☐ B Asignación Administrativa a una Escuela de academia Journeys: _____

☐ C Otra escuela del Distrito o Escuela a la que asiste actualmente hasta: _____

1. SI ☐ NO ☐ El estudiante recibe los servicios de ESOL.

2. SI ☐ NO ☐ El estudiante recibió un paquete de información en su idioma primario.

3. SI ☐ NO ☐ Los padres del estudiante recibieron un paquete de información en su idioma primario.

_____ _____

DIRECTOR DE LA ESCUELA O DESIGNADO FECHA

_____

(En letra de molde)

SCPS Form 535(s) (Rev. 05/24/10) SB Estudiantes que no reciben y no estan siendo evaluados para los servicios de IDEA/Sección 504

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

IDEA/504 INFORMATION and SUMMARY

A Discipline Hearing is scheduled to process this recommendation for:

STUDENT NAME: _____ SCHOOL: _____

☐ B Administrative~~Alternative~~
Assignment to Journeys Academy
until: _____

☐ C **Present School of Attendance or**
Another District School until: _____

1. YES ☐ NO ☐ This student has no record of a disability and has not been recommended for IDEA/504 services prior to the incident.
2. YES ☐ NO ☐ This student is **PRESENTLY** receiving IDEA/Section 504 services.
3. YES ☐ NO ☐ This student was being **EVALUATED** for services **PRIOR** to incident.
4. YES ☐ NO ☐ This student has received IDEA/Section 504 services in the **PAST**.
5. YES ☐ NO ☐ This student is **PRESENTLY** receiving **ESOL** services.
6. YES ☐ NO ☐ This student has received a packet in his/her primary language.
7. YES ☐ NO ☐ The parents have received a packet in their primary language.
8. The Student Study Team met on _____to review the circumstances leading to this recommendation and determined the student's misbehavior (check one):

☐ was **NOT A MANIFESTATION** of the handicapping condition.
☐ was a **MANIFESTATION** of the handicapping condition (Refer to ESSS).

_____ _____
PRINCIPAL/PRINCIPAL'S DESIGNEE DATE

_____
(Print name)

SCPS Form 535(e)-ESSS (rev. 0~~5~~/1~~2~~4/11~~0~~) SB Student receiving or being evaluated for IDEA/Section 504 services prior to this recommendation.

ESCUELAS PÚBLICAS DEL CONDADO DE SEMINOLE, FLORIDA

RESUMEN E INFORMACION IDEA/504

Una Vista Formal es requerida o ha sido peticionada para proccesar esta recomendacion para:

NOMRE DEL ESTUDIANTE: _____

ESCUELA: _____

☐ B Asignacion Administativa a Academia Journeys: _____

☐ C Asiste Actualmente que Otra escuela del Distrito o la Escuela hasta: _____

1. SI ☐ NO ☐ Este estudiante no tiene récord de discapacidad y no se ha recomendado para recibir los servicios de IDEA/504 antes del incidente.
2. SI ☐ NO ☐ El estudiante recibe en el **PRESENTE** los servicios de IDEA/504.
3. SI ☐ NO ☐ El estudiante estaba siendo **EVALUADO PREVIO** al incidente.
4. SI ☐ NO ☐ El estudiante ha recibido los servicios de IDEA/504 en el pasado.
5. SI ☐ NO ☐ El estudiante recibe los servicios de ESOL.
6. SI ☐ NO ☐ El estudiante recibió un paquete de información en su idioma primario
7. SI ☐ NO ☐ Los padres del estudiante recibieron un paquete de información en su idioma primario.
8. En equipo que evalua y analiza las circunstancias relacionadas al incidente que motivó la recomendación se reunión el _____ y determinaron que el comportamiento es (seleccione uno):

☐ NO ES UNA MANIFESTACIÓN de la condición de discapacidad.

☐ SI ES UNA MANIFESTACIÓN de la condición de discapacidad.

_____ _____

DIRECTOR DE LA ESCUELA O DESIGNADO FECHA

_____,

(Print name)

SCPS Form 535(s) ESSS (Rev. 05/24/10) SB El estudiante recibe o estaba siendo evaluado para los servicios de IDEA/sección 504

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

ADMINSTRATOR'S INCIDENT SUMMARY

STUDENT NAME: _____ SCHOOL: _____

DATE OF INCIDENT: _____ TIME OF INCIDENT: _____

STATEMENT OF INCIDENT

(USE ADDITIONAL SHEETS IF NECESSARY TO COMPLETE STATEMENT)
PLEASE NOTE WHO? WHAT? WHEN? WHERE? WHY? HOW?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

INVESTIGATING ADMINISTRATOR DATE

I HAVE READ THE ABOVE INCIDENT STATEMENT AND DISCUSSED IT WITH_____

I ☐ AGREE ☐ DISAGREE WITH THE STATEMENT

_____ _____

STUDENT'S SIGNATURE DATE

On the _____day of _____20_____, the pupil was orally advised of the charge(s), was given an explanation of the evidence supporting the charge(s), and was given an opportunity to relate his/her version of the facts relating to the charge(s).

_____

PRINCIPAL/DESIGNEE'S SIGNATURE

_____

(Print name)

SCPS Form 955 (e) (Rev.05/24/10)

ESCUELAS PUBLICAS DEL CONDADO DE SEMINOLE, Florida

DECLARACION DEL INCIDENTE

NOMBRE DEL ESTUDIANTE: _____ ESCUELA: _____

FECHA DEL INCIDENTE: _____ HORA DEL INCIDENTE:_____

DECLARACION DEL INCIDENTE

(USE HOJAS ADICIONALES DE SER NECESARIO PARA COMPLETAR LA DECLARACION)
FAVOR DE ANOTAR COMO? CUANDO? DONDE? QUE? PORQUE? QUIEN

_____

_____

_____

_____

_____

_____

_____

_____ _____
ADMINISTRADOR INVESTIGADOR FECHA

YO HE LEIDO LA DECLARACION DEL INCIDENTE ANTERIOR Y LO HE DISCUTIDO CON:

☐ ESTOY EN ACUERDO ☐ NO ESTOY EN ACUERDO

_____ _____
FIRMA DEL ESTUDIANTE FECHA

El día _____de_____20_____, el estudiante ha sido informado verbalmente sobre el cargo o cargos, se le ha dado una explicación de la evidencia que apoya el cargo(s), y le dio la oportunidad de ofrecer su versión de los hechos relacionados al cargo(s)

_____ _____
FIRMA DEL DIRECTOR (En letra de molde

JURADO Y SUSCRITO ANTE MI ESTE DIA _____DE _____DE
SE HA IDENIFICADO MEDIATE _____ BAJO JURAMENTO

FIRMA DEL NOTARIO PUBLICO: _____

NOMBRE IMPRESO: _____ **(NOTARY SEAL)**
MI COMISION EXPIRA: _____

SCPS Form 955(s) (*Rev. 5/246/10*)

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

WITNESS STATEMENT

NAME OF WITNESS: _____ SCHOOL: _____

DATE OF INCIDENT: _____ TIME OF INCIDENT: _____

STUDENT NAME _____

STATEMENT OF INCIDENT

(USE ADDITIONAL SHEETS IF NECESSARY TO COMPLETE STATEMENT)
PLEASE NOTE WHO? WHAT? WHEN? WHERE? WHY? HOW?

_____

_____

_____

_____

_____

_____

_____

_____ _____
SIGNATURE OF WITNESS DATE

_____
TYPED OR PRINTED NAME OF WITNESS

STATE OF FLORIDA
COUNTY OF SEMINOLE

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS _____DAY OF_____, 20_____, BY_____WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR _____.
NOTARY PUBLIC STATE OF FLORIDA AT LARGE (NOTARY SEAL)

_____
TYPE OR PRINT NOTARY'S NAME HERE
THIS STATEMENT MUST BE LEGIBLE. IF THE WITNESS' HANDWRITING IS NOT LEGIBLE, THE STATEMENT MUST BE ACCOMPANIED BY A TYPED OR PRINTED COPY, WHICH MUST BE SIGNED BY THE STUDENT.

SCPS Form 954 (e) (Rev. 05/24/10)

ESCUELAS PUBLICAS DEL CONDADO DE SEMINOLE, FLORIDA

DECLARACION DE DEL TESTIGO

NOMBRE DEL TESTIO: _____ ESCUELA: _____

FECHA DEL INCIDENTE: _____ HORA DEL INCIDENTE: _____

NOMBRE DEL ESTUDIANTE _____

DECLARACION DEL INCIDENTE

(USE HOJAS ADICIONALES DE SER NECESARIO)
FAVOR DE ANOTAR QUIEN? QUE? CUANDO? DONDE? PORQUE? COMO?

_____ _____
FIRMA DEL TESTIGO FECHA

_____
ESCRIBA A MAQUINILLA O EN LETRA MOLDE EL NOMBRE DEL TESTIGO

ESTADO DE FLORIDA
CONDADO DE SEMINOLE

JURADO Y SUSCRITO ANTE MI ESTE DIA _____DE _____DE, 20__ POR _____ A QUIEN CONOZCO PERSONALMENTE O SE HA IDENTIFICADO CON LA LICENCIA DE CONDUCIR, TARJETA DE IDENTIFICACION DE ESTUDIANTE O CON_____.

NOTARIO PUBLICO DEL ESTADO DE FLORIDA

_____
ESCRIBA A MAQUINILLA O LETRA MOLDE NOMBRE DEL NOTARIO

ESTA DECLARACION DEBE SER LEGIBLE. SI LA ESCRITURA DEL TESTIGO NO ES LEGIBLE, LA DECLARACION DEBERA SER ACOMPAÑADA POR UNA COPIA A MAQUINILLA O EN LETRA MOLDE, LA CUAL DEBE SER FIRMADA POR EL ESTUDIANTE.

SCPS Form 954(s) (Rev. 05/24/10)

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

TEACHER OBSERVATION OF STUDENT

PLEASE TYPE OR WRITE IN BLACK INK ONLY. This evaluation will be reproduced for the school as information for the possible expulsion of the student.

STUDENT NAME: _____ SCHOOL: _____

TEACHER'S NAME: _____ SUBJECT: _____ GRADE: _____

ATTENDANCE RECORD AS OF _____

DAYS PRESENT_____ DAYS ABSENT_____ TARDIES_____

1. Does this student pay attention in class? Always ☐ Sometimes ☐ Never ☐

2. Does this student have a cooperative attitude and a desire to learn? Always ☐ Sometimes ☐ Never ☐

3. If the student's attitude is not desirable, please indicate the characteristic(s) that best describe(s) his/her attitude or behavior:

   Surly ☐ Rude ☐ Indifferent ☐ Prankish ☐ Belligerent ☐

   Other _____

4. Is this student in any way a discipline problem? Always ☐ Sometimes ☐ Never ☐

5. Have you noticed any change in this **student's attitude** and **work habits** since the beginning of the school year or semester?

   Yes ☐ NO ☐

PLEASE COMMENT ON ANY CHANGE YOU HAVE NOTICED OR ANY DISCIPLINE PROBLEMS YOU HAVE HAD WITH THIS STUDENT:

_____

_____

_____

_____

_____

_____

_____

_____

Please return to _____ on or before _____ (M/D/Y)

SCPS Form 472(e) (Rev. 09/03/07) SB

ESCUELAS PÚBLICAS DEL CONDADO DE SEMINOLE, FLORIDA

OBSERVACIONES DEL ESTUDIANTE HECHAS POR EL MAESTRO

POR FAVOR, ESCRIBA CON BOLIGRAFO NEGRO SOLAMENTE. Esta evaluación la produce la escuela como información para la posible expulsión del estudiante.

NOMBRE DEL ESTUDIANTE: _____ ESCUELA: _____

NOMBRE DEL MAESTRO: _____ MATERIA: _____ GRADO: _____

REGISTRO DE ASISTENCIA HASTA _____

DIAS PRESENTE_____ DIAS AUSENTE_____ TARDANZAS_____

1. Este estudiante, presta atencion a lo que se estudia en la clase? Siempre ☐ Algunas veces ☐ Nunca ☐
2. Este estudiante, tiene una actitud de cooperación y deseos de aprender? Siempee ☐ Algunas veces ☐ Nunca ☐
3. Si la actitud de este estudiante no es satisfactoria, por favor, indique las caracteristicas que major describan su actitud o conducta:

   Insolente ☐ Rudo ☐ Indiferente ☐ Revoltoso ☐ Belicoso ☐

   Otro _____
4. Tiene este estudiante problemas de disciplina? Siempre ☐ Algunas veces ☐ Nunca ☐
5. Ha observado usted algún cambio en la **actitud** o los **hábitos de trabajo** del estudiante desde que comenzó el año escolar o el semester?

   Si ☐ No ☐

POR FAVOR, HAGA COMENTARIOS RELACIONADOS CON CUALQUIER CAMBIO QUE HAYA OBSERVADO O CUALQUIER PROBLEMA DE DISCIPLINA DE ESTE ESTUDIANTE:

_____

_____

_____

_____

_____

_____

_____

Por favor, devuelva a: _____ En o antes de: _____
SCPS Form 472(s) (Rev. 9/3/07) SB (mes/dia/año

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

SCHOOL EXPULSION/ADMINISTRATIVE~~ALTERNATIVE~~ ASSIGNMENT REVIEW

Student: _____ Date: _____
Last First Middle

_____ _____ _____
School Date of Incident Investigating Administrator

Conference Participants: _____ _____
(School) _____ Conference Date (School)
_____

Statement of Incident: _____

_____

_____

Charges: _____

_____

ASSIGNMENTS:

☐ Suspension # of Days: _____ Start Date: _____ End Date: _____

☐ Administrative Assignment _____ _____ _____
(Administrative Assignment begins at conclusion of suspension) Begin Date End Date Location

☐ Expulsion Recommendation _____
Length of Time

Following suspension and pending action on the expulsion the student is assigned to district alternative school (Journeys Academy) located at 1722 W. Airport Boulevard, Sanford, Florida. (407- 320-7850)

Assignment Begins _____

Request For: ☐ Administrative~~Alternative~~ Assignment Review ☐ Formal Hearing (Expulsion Only)

Date of Board Hearing: _____ Time of Board Hearing: _____

Packet Delivery Date: _____

_____ _____
Parent Signature Date

_____ _____
Principal Signature (Superintendent's Designee) Date

_____

(Print name)

Copy provided to – School – Student/Parent – Office of Alternative Placement Journeys Academy

SCPS Form 1341(e) (Rev. 07~~5~~/~~2~~14/11~~0~~)

ESCUELAS PÚBLICAS DEL CONDADO SEMINOLE, FLORIDA
AUDIENCIA DE EXPULSIÓN ESCOLAR/ REVISION DE ASIGNACIÓN ALTERNA

Estudiante: _____ **Fecha:** _____
Apellido(s) **Nombre(s)**

_____ _____ _____
Escuela **Fecha del incidente** **Administrador/ Investigador**

Participantes en la audiencia: _____ _____
(Escuela) _____ **Fecha de la audiencia** *(Escuela)*
_____

Declaración del incidente: _____

_____

_____

Cargos: _____

_____

ASIGNACIONES:

☐ Suspensión _____ Desde _____ Hasta _____
#de dias Fecha Fecha

☐ Asignación Alterna _____ _____ _____
(Asignación Alterna comienza cuando termina la suspensión) Comienzo/ Fecha Termina/ Fecha Ubicación

☐ Recomendación de Expulsión _____
Duración

Después de la suspensión, el estudiante es asignado al Programa de Disciplina Alterna del (Academia Journeys) Distrito hasta que la Junta determine consecuencias 1722 West Airport Boulevard, Sanford, Florida. (407-320-7850)
La Asignación al Programa de Disciplina Alterna Comienza _____

Se solicita: ☐ una revisión de la Asignación Alterna. ☐ una audiencia de Acción Disciplinaria. *(Expulsión solamente)*

Fecha de la audiencia de revisión ante la Junta: ____ **Hora de la audiencia de revisión ante la Junta:** _____

Fecha aproximada de entrega del paquete de documentos: _____

_____ _____
Firma del padre o la madre: **Fecha**

_____ _____
Firma del director de la escuela *(Designado del superintendente))* **Fecha**

_____
(En letra de molde)

Copias dado a: Escuela Estudiante/Padres Office of Alternative Assignment Academia Journeys

SCPS Form 1341(s) (Rev. 05/24/10) SB

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

DISCIPLINE NOTIFICATION

COMPLETE THIS FORM AND FAX TO 407-320-0585 IMMEDIATELY FOLLOWING THE INCIDENT INVESTIGATION.

STUDENT: _____ GRADE: _____

DATE OF INCIDENT: _____ DATE OF THIS REPORT: _____

SCHOOL: _____ ADMINISTRATOR: _____

LAW ENFORCEMENT: YES ___ NO ___ STUDENT ARRESTED: YES ___ NO ___

ESE/504 STATUS: YES _____ NO _____

EXCEPTIONALITY:
SLD ___ ED ___ TMD ___ EMD ___ HEARING ___ VISION ___ OTHER ___

Has the student's records been thoroughly reviewed to determine if a disability was a factor in this incident? YES _____ NO _____

PRIOR EXPULSION?: YES _____ NO _____

PRIOR ADMINISTRATIVE~~ALTERNATIVE~~ ASSIGNMENT? YES ___ NO ___ IF YES WHAT YEAR _____

Is the student in any extracurricular activities? YES _____ NO _____

ACTIVITY: _____

OFFENSE: _____

_____

LENGTH OF SUSPENSION: 5 DAYS ____ 10 DAYS ____ OTHER ____

DISCIPLINE HISTORY: _____

_____

_____

NUMBER OF REFERRALS THIS YEAR: _____

NUMBER OF OUT-OF-SCHOOL SUSPENSIONS: _____

REASONS: _____

_____

PRELIMINARY RECOMMENDATION: _____ TERM _____

ANTICIPATED: DISCIPLINE HEARING _____ FORMAL HEARING _____

TARGET DATE FOR EXPULSION AGENDA: _____

SCPS Form 1358(e) (Rev. 07~~5~~/2~~1~~4/11~~0~~) SB

ESCUELAS PÚBLICAS DEL CONDADO SEMINOLE, FLORIDA

NOTIFICACIÓN DE ACCIÓN DISCIPLINARIA

COMPLETE ESTE FORMULARIO Y ENVÍELO POR FAX - 407-320-0585 – INMEDIATAMENTE DESPUÉS DE LA INVESTIGACIÓN DEL INCIDENTE.

ESTUDIANTE: _____ GRADO: _____

FECHA DEL INCIDENTE: _____ FECHA DE ESTE INFORME: _____

ESCUELA: _____ ADMINISTRADOR: _____

AGENTES DE LA LEY: SÍ _____ NO _____ ESTUDIANTE ARRESTADO: SÍ ____ NO _____

ESE/504: SÍ _____ NO _____

EXCEPCIONALIDAD:
SLD ____ ED ____ TMD ____ EMD ____ AUDICIÓN ____ VISIÓN ____ OTRO _____

¿Se han revisado detenidamente el expediente del estudiante para determinar si alguna discapacidad ha sido un factor en este incidente? SÍ _____ NO _____

EXPULSADO ANTERIORMENTE: SÍ _____ NO _____

Asignaciones Administrativas Anteriormente SI ____ NO ____ Si afirmativo Indique el Año _____

¿Participa el estudiante en alguna(s) actividad(s) extracurricular(es)? SÍ _____ NO _____

ACTIVIDAD: _____

OFENSA: _____

DURACIÓN DE LA SUSPENSIÓN: 5 DÍAS _____ 10 DÍAS _____ OTRO _____

HISTORIAL DISCIPLINARIO: _____

NÚMERO DE VECES QUE HA SIDO REFERIDO ESTE AÑO: _____

NÚMERO DE SUSPENSIONES FUERA DE LA ESCUELA: _____

MOTIVOS: _____

RECOMENDACIÓN PRELIMINAR: _____

DURACIÓN _____

SE ANTICIPA: Vista Disciplinaria _____ Vista Formal _____

FECHA PRELIMINAR PARA LA AGENDA DE EXPULSIÓN: _____

SCPS form 1358(s) (Rev. 05/24/10) SB

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA
MIDDLE/HIGH SCHOOL
ALTERNATIVE SCHOOL ASSIGNMENT
TERMINATION OF TRANSFER OR MAGNET SCHOOL ASSIGNMENT

The student named below is assigned to an alternative school location

_____ _____
(Location) (Effective Date)

Student Information

Name: _____ Current Grade: _____

Current School: _____ Zone School: _____

Mark the box below to indicate the reason for original transfer or assignment:

Diversity ☐ Capacity ☐ Magnet ☐ Other (Please Explain) ☐

_____

Does the student have a current IEP for Exceptional Education Yes ☐ No ☐

Parent/Guardian Information

Name: _____

Street Address: _____

City: _____ Zip Code: _____

Contact Phone: _____ _____

Per School Board Policy 5.30, Section IV, E, 4a: A student that is expelled or placed at the district alternative school or other district alternative program, shall be reassigned to the student's zone school.

I understand that upon completion of my student's assignment at the alternative location, he/she will be assigned to his/her zoned school. He/she will **NOT BE** permitted a transfer to any other Seminole County Public School.

Parent/Guardian: _____ Date: _____

Principal/Designee: _____ Date: _____

Copy provided to – Choices Department

SCPS Form 1483(e) (01/10/11) SB

DISTRICT BEHAVIOR CONTRACT

Student	Student #	Contract Completion Date

I, _____, do hereby acknowledge and understand that I must fully comply with the terms prescribed by this contract as a condition of my alternative educational placement from _____ and my assignment to _____.

I understand that the terms of this contract are in force for the entire duration of my alternative educational assignment.

I understand that if I do not follow the procedures listed in this contract that I may be assigned to an alternative school or may be recommended for expulsion.

I understand that any violation of this contract, including committing acts of misconduct, which would not be grounds for the suspension or expulsion of other students, may be grounds for the referral of my case to the School Board for the purpose of imposing more severe disciplinary actions.

I understand that if I commit a Zero Tolerance offense while under the terms of this contract that I will be recommended for expulsion from all Seminole County Public Schools.

I understand that if I am assigned to any school other than my zoned school, that for the duration of the contract I am prohibited from accessing any district school campus, participating in any extra-curricular event, or attending any event or activity sponsored by a Seminole County public school or the School Board.

I understand that if I am expelled from the Seminole County Public Schools, upon my return, I will be assigned to the district alternative school (Journeys Academy) for a minimum of one semester prior to transitioning back to my zoned school of attendance.

I hereby agree that I will:

1. follow all the rules and regulations outlined in the *Student Conduct and Discipline Code*;
2. abide by the policies, rules and regulations of my assigned school;
3. attend school regularly and I understand that any absence from school must be promptly reported by my parents to the school's attendance office;
4. be prompt in moving from one class to another during class change times and be on time to class;

5. complete all class and homework assignments, and give my best effort on tests and examinations;

6. not associate or socialize with students who are involved with illegal substances or weapons or who discuss or advocate the use of illegal substances or weapons on school grounds, at school functions, or school sponsored activities.

~~7. remain drug free and submit to drug testing and evaluation upon request of the school administration. I also agree to follow any recommendations that are made on the basis of the results of any drug testing and evaluation.~~

I understand that if I have successfully complied with the terms of this agreement at the completion of the term of my assignment, the district will permit me to enroll or remain at my zoned school. If re-entering from another school for the first semester after the completion of my alternative assignment, I understand that I will be obligated to sign and abide by Seminole County Public Schools' Re-Entry Contract.

I understand that I may not be given the opportunity to enter into a similar District Behavior Contract if I commit an expellable offense in any future school year.

This contract will become viable and binding on the date this document is signed by the student, parent/guardian, and principal/designee and remain in effect for the duration of the contract.

A violation of this contract may result in the revocation of this contract and an assignment to Journeys Academy or a recommendation for expulsion from Seminole County Public Schools.

_____	_____
Principal/Designee	Parent/Guardian
_____	_____
Student	Parent/Guardian

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS DATE _____, BY _____WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR _____.

_____
NOTARY PUBLIC STATE OF FLORIDA AT LARGE

_____
TYPE OR PRINT NOTARY'S NAME HERE

_____ (NOTARY SEAL)
MY COMMISSION EXPIRES
(Rev.7/6/11~~09~~)

CONTRATO DE DISCIPLINA DEL DISTRITO

_____	_____	_____
Estudiante	**# del Estudiante**	**Fecha/Completó el Contrato**

Yo, _____, aquí entiendo y declaro que debo de cumplir totalmente con los términos que se describen en este contrato como condición a mi ubicación de alternativa educativa desde _____ y según se me ha asignado a _____.

Yo entiendo que estos términos de este contrato estarán en vigor por la duración completa de mi asignación a la alternativa educativa.

Yo entiendo que de no seguir los procedimientos enumerados en este contrato que pudiera ser asignado a una escuela de alternativa o pudiera ser recomendado para expulsión.

Yo entiendo que cualquier violación a este contrato, incluyendo cometer actos de disciplina o mala conducta, que para otros estudiantes no es motivo de suspensión o expulsión, puede ser motivo para mí a que mi caso sea referido a la Junta Escolar con el propósito de que se imponga medidas de disciplina más severas.

Yo entiendo que si cometo una ofensa de Cero Tolerancia mientras estoy bajo los términos de este contrato yo seré recomendado para expulsión del Sistema de las Escuelas Públicas del Condado Seminole.

Yo entiendo que si se me ha asignado a una escuela otra que mi escuela de zona, por la duración del contrato, a mí se me prohíbe tener acceso o entrar a cualquier recinto escolar del distrito, a participar en cualquier evento extra-curricular, o asistir a cualquier evento o actividad auspiciado por el Sistema de las Escuelas Públicas de Seminole o de la Junta Escolar.

Yo entiendo que de ser expulsado del Sistema de Escuelas Públicas del Condado Seminole, una vez regrese, yo seré asignado a la escuela de alternativa del distrito (Academia Journeys) por un mínimo de un semestre antes de ser trasladado otra vez a mi escuela de zona de asistencia.

Yo aquí declaro que estoy de acuerdo a:

1. seguir todas las reglas y regulaciones como se especifican en el Código de Conducta del Estudiante;

2. seguir las políticas, reglas y regulaciones de la escuela a la que se me ha asignado**;**

3. asistir a la escuela regularmente y yo entiendo que cualquier ausencia de la escuela debe ser reportado inmediatamente a mis padres por el oficial de asistencia de la escuela;

4. estar a tiempo para el comienzo de las clases y durante el periodo de cambio de una clase a otra;

5. completar todas las tareas asignadas para el salón de clases y para el hogar, y hacer mí mejor esfuerzo en los exámenes y evaluaciones;

6. no asociarme o socializarme con estudiantes que estén envueltos con substancias ilegales o armas o que discutan o aboguen por el uso ilegal de sustancias o armas en terreno o propiedad escolar, en una función escolar o actividades auspiciadas por la escuela;

~~**7.** permanecer libre de drogas y someterme a exámenes de drogas y evaluaciones según sea requerido por la administración de la escuela. También acuerdo a que seguiré cualquier recomendación que se haga como resultado de los exámenes de drogas y evaluaciones.~~

Yo entiendo que si completo exitosamente los términos de mi asignación, el distrito me permitirá matricularme o permanecer en mi escuela de zona. Si ingreso nuevamente a otra escuela en el primer semestre después de completar la asignación de alternativa, entiendo que estaré obligado a firmar y a seguir el contrato de Reingreso al Sistema de las Escuelas Públicas del Condado Seminole.

Yo entiendo que no se me volverá a dar la oportunidad de entrar a un contrato similar si cometo, en años escolares futuros, una ofensa que conlleve a una expulsión.

Este contrato será viable y tomará efecto en la fecha que este documento sea firmado por el estudiante, el padre/tutor, y el director de la escuela o su designado y se mantendrá en efecto hasta la duración de este contrato.

Una violación a este contrato puede resultar en la revocación de este contrato y una asignación a la Academia Journeys o una recomendación para expulsión del Sistema de las Escuelas Públicas del Condado Seminole.

_____ _____
Director/Designado Padre/Tutor

_____ _____
Estudiante Padre/Tutor

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS DATE _____, BY _____WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR

_____

_____
NOTARY PUBLIC STATE OF FLORIDA AT LARGE

_____
TYPE OR PRINT NOTARY'S NAME HERE

_____ (NOTARY SEAL)
MY COMMISSION EXPIRES

(7/6~~/23~~/11~~09~~)

DISTRICT BEHAVIOR CONTRACT
Elementary Education

Student		Student #		Contract Completion Date

I _____, do hereby acknowledge and understand that I must fully comply with the terms prescribed by this contract as a condition of my educational career at _____,

I understand that the terms of this contract are in force for the entire duration of my educational assignment at _____. I also understand that at the end of each grading period, my status will be evaluated and I will be allowed to continue to attend school at _____ only if I have complied with all terms of this agreement.

I understand that any violation of this contract, including committing acts of misconduct, which would not be grounds for the suspension or expulsion of other students, may be grounds in my case for administrative transfer or other action as authorized by the Code of Student Conduct and Discipline or Board policy 5.30.

In consideration for the opportunity to stay at _____ in Seminole County Public Schools under the terms of this contract, I hereby agree that I will:

1. Follow all the rules and regulations outlined in the Student Conduct and Discipline Code;

2. Attend school regularly and I understand that any absence from school must be promptly reported by my parents to the school's office;

3. Be prompt and orderly in moving from one class to another during the day and be on time to school;

4. Complete all class and homework assignments, and give my best effort on tests and examinations; and

5. Not associate or socialize with students who are involved with illegal substances or weapons or who discuss or advocate the use of illegal substances or weapons.

I understand that if I have successfully complied with the terms of this agreement at the completion of the term of my school year, that I will be considered a student in good standing. At that time, this contract will be null and void.

I understand that I may not be given the opportunity to enter into a similar District Behavior Contract if I commit an expellable offense in any future school year.

This contract will become viable and binding immediately upon the acceptance of the Superintendent's recommendation and remain in effect until the end of the school term.

A violation of this contract may result in the revocation of this contract and the imposition of an out-of-school suspension/expulsion.

_____ _____

Principal/Designee Principal/Designee

_____ _____

Student Parent/Guardian

____ _____

_____ Parent/Guardian

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS DATE _____, BY _____ WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR _____.

_____

NOTARY PUBLIC STATE OF FLORIDA AT LARGE

_____ (NOTARY SEAL)

TYPE OR PRINT NOTARY'S NAME HERE

_____

MY COMMISSION EXPIRES

(Rev. 7/6/11)

SEMINOLE COUNTY PUBLIC SCHOOLS
RE-ENTRY BEHAVIOR CONTRACT

_____	_____	_____
Student	Student #	Contract Completion Date

I (*student's Name*), do hereby acknowledge and understand that I must fully comply with the terms prescribed by this contract as a condition of my re-entry to my Seminole County Public Schools zoned school from my alternative school assignment and/or expulsion.

I understand that the terms of this contract are in force from the first day I return to my zoned school, (*beginning date*), until the end of one complete semester, (*ending date*).

In consideration for the opportunity to re-enroll at (*name of school*), I hereby agree that I will:

1. follow all the rules and regulations outlined in the *Student Conduct and Discipline Code*;

2. abide by the policies, rules and regulations of my zoned school;

3. complete all class and homework assignments, and give my best effort on tests and examinations;

4. not associate or socialize with students who are involved with illegal substances or weapons or who discuss or advocate the use of illegal substances or weapons on school grounds, at school functions, or school sponsored activities;

5. have at lest 90% attendance in each class

I understand that any violation of this contract, including committing acts of misconduct, which would not be grounds for the suspension or expulsion of other students, may be grounds for the referral of my case to the School Board with recommendation for expulsion.

I understand that if I commit a Zero Tolerance offense while under the terms of this contact that I will be recommended for expulsion from all Seminole County Public Schools.

I understand that I may not be given the opportunity to attend a Seminole County public school alternative program in the future if I commit a serous violation of the *Seminole County Public Schools Student Conduct and Discipline Code* after this contract has expired.

This contract will become viable and binding on the date that it is signed by the student and his/her parents/guardians, and a school district administrator. This contract will remain in effect until the contract completion date noted at the beginning of the document.

_____ _____
Principal/Designee Parent/Guardian

_____ _____
Student Parent/Guardian

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS DATE

_____, BY _____
WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR _____

_____
NOTARY PUBLIC STATE OF FLORIDA AT LARGE

_____
TYPE OR PRINT NOTARY'S NAME HERE

_____ (NOTARY SEAL)
MY COMMISSION EXPIRES

(Rev. 8/18/10)

CONTRATO DE REINGRESO AL SISTEMA DE LAS ESCUELAS PÚBLICAS DEL CONDADO SEMINOLE

Estudiante	# de Estudiante	Fecha que Completó el Contrato

Yo_____, aquí reconozco y entiendo que tengo que cumplir totalmente con los términos prescritos por este contrato como condición a mi reingreso al Sistema de las Escuelas Públicas del Condado Seminole después de mi asignación a una escuela de alternativa y/o de expulsión.

Yo entiendo que los términos de este contrato entran en vigor desde el primer día en que yo regrese a mi escuela de zona, (*fecha)* _____, y hasta final de un semestre completo, _____ (*fecha de terminación)*.

En consideración a la oportunidad que se me ha brindado para matricularme nuevamente, yo aquí afirmo y declaro que:

1. seguiré todas las reglas y regulaciones estipuladas en el *Código de Conducta y Disciplina del Estudiante;*

2. seguiré las políticas, reglas y regulaciones de mi escuela de zona;

3. completaré todas las tareas asignadas para el salón de clases y para el hogar, y haré mí mejor esfuerzo en los exámenes y evaluaciones;

4. no me asociaré o socializaré con estudiantes que estén envueltos con substancias ilegales o armas o que discutan o aboguen por el uso ilegal de sustancias o armas en terreno o propiedad escolar, en una función escolar o actividades auspiciadas por la escuela;

5. asistiré a las clases por lo menos un 90% de las veces.

Yo entiendo que cualquier violación a este contrato, incluyendo cometer actos de disciplina o mala conducta, que para otros estudiantes no es motivo de suspensión o expulsión, puede ser motivo para mí, a que mi caso sea referido a la Junta Escolar con recomendación a expulsión del sistema escolar**.**

Yo entiendo que si cometo una ofensa de Cero Tolerancia mientras estoy bajo los términos de este contrato yo seré recomendado para expulsión del Sistema de las Escuelas Públicas del Condado Seminole.

Yo entiendo que no se me dará la oportunidad en el futuro de asistir a una escuela de alternativa del Sistema de las Escuelas Públicas del Condado Seminole si cometo una violación seria al *Código de Conducta y Disciplina del Estudiante de las Escuelas Públicas del Condado Seminole* después de la expiración de este contrato.

Este contrato será viable y tomará efecto en la fecha que este documento sea firmado por el estudiante, el padre/tutor, y de un administrador del distrito escolar. Este contrato se mantendrá en efecto hasta que el contrato se complete en la fecha anotada al comienzo de este documento.

_____ _____
Director de la Escuela//Designado Padre/Tutor

_____ _____
Estudiante Padre/ Tutor

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS DATE

_____, BY _____
WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING: FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR
_____

_____
NOTARY PUBLIC STATE OF FLORIDA AT LARGE

_____
TYPE OR PRINT NOTARY'S NAME HERE

_____ *(Notary Seal)*
MY COMMISSION EXPIRES

8/18/10

TO:_____ _____

DATE:_____ _____

TRESPASS WARNING

During the suspension, pending expulsion or administrative~~alternative educational~~ placement proceedings, and during the term of an expulsion or administrative~~alternative educational~~ placement, your child is not to be on the campus or any property of Seminole County Public Schools.

Your child is not permitted to participate in any school activity, including attendance at any athletic or other event until the SUSPENSION, EXPULSION TERM OR RE-ENTRY PLACEMENT HAS BEEN COMPLETED. Failure to comply with this may result in your child being arrested for trespassing.

If you have any questions, please contact the Director of School Safety and Alternative Education or De~~As~~signee.

_____

Student Signature_____Parent/Guardian

_____

Administrator

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS DATE

_____, BY _____

WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR _____

_____

NOTARY PUBLIC STATE OF FLORIDA AT LARGE

_____

TYPE OR PRINT NOTARY'S NAME HERE

_____ (NOTARY SEAL)

MY COMMISSION EXPIRES

(Rev. 7/~~20~~6/11~~09~~)

PARA: _____

FECHA: _____

ADVERTENCIA A LA ENTRADA SIN AUTORIZACIÓN EN PROPIEDAD AJENA

Durante la suspensión, pendiente a la expulsión o a la ubicación de una educación alterna, y durante el término de duración de una expulsión o de un programa de alternativa, su hijo/hija no podrá entrar en el recinto escolar o en cualquier propiedad del Sistema de Escuelas Públicas del Condado Seminole.

A su hijo/hija no se le permitirá participar en una actividad de la escuela, incluyendo asistir a un evento atlético o a cualquier otro evento hasta que el término de la SUSPENSIÓN, EXPULSIÓN o la UBICACIÓN de REINGRESO HAYA SIDO COMPLETADA. El no cumplir con estas estipulaciones puede tener como resultado que su hijo/hija sea arrestado(a) por entrada sin autorización en propiedad ajena.

De tener alguna pregunta, favor de contactar al Director de Seguridad Escolar y de Educación Alterna o su Asignado.

_____ _____

Firma del Estudiante_____Padre/Tutor

_____

Administrador (a)

SWORN TO/AFFIRMED AND SUBSCRIBED BEFORE ME THIS DATE

_____, BY _____
WHO IS PERSONALLY KNOWN TO ME OR WAS IDENTIFIED BY THE FOLLOWING FLORIDA DRIVER'S LICENSE, STUDENT IDENTIFICATION CARD OR _____

_____
NOTARY PUBLIC STATE OF FLORIDA AT LARGE

_____
TYPE OR PRINT NOTARY'S NAME HERE

_____ (NOTARY SEAL)
MY COMMISSION EXPIRES

(Rev. 7/6~~20~~/11~~09~~

APPENDIX A

Dear Mr. & Mrs. _____:

I have received notification that your son/daughter, (insert student name), was involved in an incident that occurred off campus and that he/she has been formally charged with a felony or a delinquent act, which would be a felony if committed by an adult, (insert specific arrest charge or charges). Based on this information, I am exercising my legal authority, pursuant to the provisions of Florida Statute 1006.09 to temporarily suspend (insert student name) until such time as we can meet to discuss this incident.

A conference has been scheduled for (insert date -this date must be between 2 to 5 days from the postmarked date), at (insert time) to discuss the possible imposition of an indefinite suspension based upon my belief that your son's/daughter's continued presence on campus will have an adverse effect on the educational program, discipline, or welfare of the school.

If an indefinite suspension is imposed, (insert student name) will be assigned to the Eugene Gregory Memorial Youth Academy so he/she can continue to receive educational services until a determination is made by the court as to whether your son/daughter committed a felony or a delinquent act which would be a felony if committed by an adult. The indefinite suspension will be lifted, if the formal charges are dropped or if a court determines that your son/daughter did not ~~to~~ commit a felony or a delinquent act which would be a felony if committed by an adult. However, if a court determines that your son/daughter did commit a felony or a delinquent act, which would be considered a felony if committed by an adult, the Superintendent may recommend that your son/daughter be expelled from ~~the~~ Seminole County Public Schools.

The law also requires that I inform you that any student who commits an off-campus felony involving the unlawful possession or use of any controlled substance as defined in s. 893.02, while off campus, may be entitled to a waiver of the discipline or expulsion if the student divulges information leading to the arrest and conviction of the person who supplied the controlled substance to him or her, or if the student voluntarily discloses his or her unlawful possession of such controlled substances prior to his or her arrest. Any such information divulged which leads to such an arrest and conviction is not admissible in evidence in a subsequent trial against the student divulging such information. A student is also entitled to a waiver of the discipline or expulsion if the student commits himself/herself, or is referred by the court in lieu of sentence, to a state-licensed drug abuse program and successfully completes the program.

Please contact my office to confirm your attendance at the meeting scheduled for (insert date) at (insert time). If you wish to have an attorney present at this meeting, please contact Mr. Ned Julian, Jr. Esq., Executive Director for Legal Services, Seminole County Public Schools, 400 E. Lake Mary Blvd., Sanford, FL 32773-7127, telephone number (407) 320-0010, so he may explain the procedures to be followed.

Sincerely,

_____
Principal

cc: Ned Julian, Esq.
~~Walt Griffin~~Level Executive Director
Gene Grace

APPENDIX B

Dear Mr. & Mrs. _____:

This will confirm the meeting that I had with you, your son/daughter, (insert student name), and (insert name of any other person in attendance) in my office on (insert date) in which I advised you that your son/daughter was suspended from (insert school name), pursuant to the provisions of Florida Statute 1006.09(2) pending the outcome of charges in Circuit Court case (insert case number assigned by the Court), State of Florida v. (insert student name and any other names identified in the complaint).

Based upon our conference and my understanding of the charges pending against your son/daughter, it is my finding that your son's/daughter's continued presence on the campus of (insert school name) will have an adverse impact upon the educational program, discipline, or welfare of (insert school name). Therefore, (insert student name) is suspended from attendance at (insert school name) and assigned to the Eugene Gregory Memorial Youth Academy pending the outcome of the charges. During the time of this suspension, your son/daughter is not to come on the campus of any Seminole County public school. Should your son/daughter come on any campus, including (insert school name), he/she will be deemed a trespasser and appropriate action will be taken.

If the formal charges are dismissed, or if a court determines that your son/daughter did not commit a felony or delinquent act, which would be a felony if committed by an adult, the suspension will be lifted. However, if a court determines that your son/daughter did commit a felony or such a delinquent act, the Superintendent may recommend that your son/daughter be expelled from ~~the~~ Seminole County Public Schools.

Pending the outcome of the charges, your son/daughter is assigned to the Eugene Gregory Memorial Youth Academy, which is located at 1151 E. 28th St., Sanford, Florida 32773 (Sanford Airport complex). To enroll your son/daughter, you should contact Ms. Deborah Parks (407-708-7651) or Ms. Patricia Chandler with the Seminole County Sheriff's Department (407-708-7643~~80~~).

As the School District does not monitor the status of either juvenile or criminal prosecutions, it is your responsibility to notify me when the charges against your son/daughter are resolved.

If you have any questions, please feel free to contact me.

Sincerely,

_____
Principal

cc: Ned Julian, Esq.
~~Walt Griffin~~Level Executive Director
Gene Grace

APPENDIX C

(Insert date)

(Insert Name of Parent or adult student
and address)

RE: Administrative Assignment of **(*insert name of student and ID #)*** from **(*insert name of current school)*** to the district alternative school (Journeys Academy).

Dear **(*insert name of parent or adult student)***:

You are hereby advised that your child, **(*insert name of student)*** has been administratively transferred from **(*insert name of current school)*** to the district alternative school (Journeys Academy), located at 1722 West Airport Boulevard, Sanford, Florida 32771, telephone number 407-320-7850 effective **(*insert date student is to start at Journeys Academy)***.

This administrative transfer is your child's consequence for the following violation of the School Board's *Student Conduct and Discipline Code*: **(*insert description of offense committed)***. Your child is to remain at the district alternative School (Journeys Academy) until **(*insert ending date at Journeys Academy)***. As long as your student does not violate the provisions of their District Behavior Contract, he/she will be administratively transferred back to his/her zone school. Upon re-enrollment in their zoned school, your student will be required to adhere to a District Re-Entry contract for a minimum of one semester.

Please feel free to contact me if you have any questions.

Sincerely,

Insert name of principal

cc: Student's Discipline File
~~Walt Griffin~~Level Executive Director
Gene Grace

APPENDIX D

(Insert date)

(Insert name of parent or adult student
and address)

RE: Assignment of (***insert name of student and ID #***) to the district alternative school (Journeys Academy) pending Expulsion Hearing

Dear (***insert name of parent or adult student)***:

This is to advise you that your child, (***insert name of student),*** is being recommended for expulsion from Seminole County Public Schools. A preliminary/informal hearing has been scheduled for (***insert time and date of hearing***). The hearing will take place at the Educational Support Center (400 E. Lake Mary Boulevard, Sanford, Florida 32773 - boardroom - first floor).

After your child has served the out-of-school suspension for the act which brought the recommendation for expulsion and prior to the preliminary/informal hearing, your child is hereby assigned to the district alternative school (Journeys Academy) located at1722 West Airport Boulevard, Sanford, Florida, 32771.

Your child is to report to Journeys Academy (***insert date – should be the next week day immediately following their 10th day of the suspension***). This assignment will remain in full force and effect until such time the School Board has acted upon the recommendation of the Superintendent that your child be expelled from the public schools of Seminole County.

Please contact Journeys Academy at 407-320-7850 for instructions regarding enrollment. Please feel free to contact the Director of School Safety and Alternative Education or assignee at 407-320-0167 if you have any questions.

Sincerely,

Insert principal's name

cc: Student's Discipline File
~~Walt Griffin~~Level Executive Director
Gene Grace

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **PERSONNEL RECOMMENDATIONS** **IV.E.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the Personnel Recommendations as presented.

2. Background/Analysis:

Pursuant to Florida Statutes 1012.22 (1) (a) (e) (f), all Personnel Recommendations must be approved by the School Board. Additionally, to ensure compliance with Florida Statutes 1011.60, Board adoption of the personnel recommendations relating to the contracts for appointment, promotion, transfer, etc., of all principals is hereby designated as 12 month contracts. Board adoption of the personnel recommendations relating to the contracts for appointment, promotion, transfer, etc., of all elementary assistant principals are hereby designated as 11 month contracts unless otherwise noted.

Attached are the Superintendent's recommendations for the current Board meeting.

3. Fiscal Impact:

The Personnel Recommendations are within our budget allocation.

4. Prepared by: Dr. Ron Pinnell
Exec. Director of Human Resources

5. Board Meeting Date 8/23/2011

Attachment(s): Instructional Personnel Recommendations
Educational Support Professionals Recommendations
Temporary Duty Out-Of-State Leave Request Information

Supporting Information not in agenda book: None
Materials for signature: None

INSTRUCTIONAL RECOMMENDATIONS FOR ACTION AT THE BOARD MEETING ON: 08/23/2011

INSTRUCTIONAL REAPPOINTMENTS for 2011-12

1. **Boyle, Tara Susanne - Layer Elementary School, Teacher, AC**
2. **Briatico, Leanne Brown - Crystal Lake Elementary School, Teacher, AC**
3. **Caponegro-Kees, Elinda - Sterling Park Elementary School, Teacher ESOL - 50%, AC**
4. **Conner, Michael D - Sanford Middle School, Teacher, AC**
5. **Ehrhardt, Antonia Danielle - Highlands Elementary School, Teacher, AC**
6. **Fuller, Matthew G - Millennium Middle School, Teacher, AC**
7. **Godwin Jr, Ronald Lee - Greenwood Lakes Middle School, Teacher - 75%, AC**
8. **Hamilton, Kevin L - Lake Brantley High School, Coach Only, AC**
9. **Irwin, Erin Dawn - Winter Springs Elementary School, Teacher, AC**
10. **Kelly, Crystal Lacole - Markham Woods Middle School, Teacher, AC**
11. **Langston, Cherrie G - Lake Mary Elementary School, Teacher Exceptional Child - 33% and Teacher ESOL - 50%, AC**
12. **Myers, James Clinton Kelly - Oviedo High School, Coach Only, AC**
13. **Pope, Deborah Tindle - English Estates Elementary School, Teacher, AC**
14. **Nieves, Miguel A - Millennium Middle School, Teacher, AC**
15. **Reed, Allison Lyn - English Estates Elementary School, Teacher, AC**
16. **Thornbury, Heather Lynn - Layer Elementary School, Teacher, AC**
17. **Tipton, Carlton R - Lake Mary High School, Coach Only, AC**
18. **Weigand, Christine Mary - Winter Springs Elementary School, Teacher, AC**
19. **Williams, Sabra K - Highlands Elementary School, Teacher, AC**

ADMINISTRATIVE APPOINTMENT for 2011-12

1. **Lakly, Daniel Steven - Educational Support Center, Exceptional Student Support, Coordinator, ESSS 11 Mo, Position Start Date 8/10/2011**

INSTRUCTIONAL APPOINTMENTS for 2011-12

1. **Baum, Stephanie Paige - Lyman High School, Teacher Exceptional Child, Position Start Date 8/09/2011**
2. **Bender, Crystal Ann - Idyllwilde Elementary School, Teacher, Position Start Date 8/09/2011**
3. **Bloomdahl, Bethany Joy - Sanford Middle School, Teacher, Position Start Date 8/09/2011**
4. **Brevoort, Sarah Nicole - Lake Howell High School, Teacher, Position Start Date 8/09/2011**
5. **Brink, Eric Lloud - Lake Howell High School, Teacher, Position Start Date 8/09/2011**
6. **Briscese, Maria C - Pine Crest Elementary School, Speech Language Pathologist, Position Start Date 8/09/2011**
7. **Bruen, Bo Jay - Milwee Middle School, Teacher, Position Start Date 8/09/2011**
8. **Capelle, Amy Bruce - Virtual School Secondary, Teacher, Position Start Date 8/09/2011**
9. **Carey, Nolan Kelly - Oviedo High School, Teacher, Position Start Date 8/09/2011**
10. **Casey, Savannah Dowdy - Goldsboro Elementary School, Teacher, Position Start Date 8/09/2011**
11. **Cattau, Vanessa M - Lake Mary High School, Teacher - 67%, Position Start Date 8/09/2011**
12. **Colon, Eric Christian DeJesus - Hagerty High School, Teacher, Position Start Date 8/09/2011**
13. **Coombs, Jennifer Strekas - Hagerty High School, Teacher, Position Start Date 8/09/2011**
14. **Davidberg, Cornel M - Markham Woods Middle School, Teacher, Position Start Date 8/09/2011**
15. **Garrett, Michelle Basden - Bear Lake Elementary School, Teacher, Position Start Date 8/09/2011**

16. Gierke, Jeffery Michael - Hagerty High School, Teacher, Position Start Date 8/09/2011
17. Godinho, Tara Ann - Highlands Elementary School, Teacher, Position Start Date 8/09/2011
18. Gonyea, Jennifer Brooke - Sanford Middle School, Teacher Exceptional Child, Position Start Date 8/09/2011
19. Hampel, Diana Lynn - Lake Mary High School, Coach Only, (Temporary), Position Start Date 7/01/2011
20. Hass, Ashley Marie - Lyman High School, Coach Only, (Temporary), Position Start Date 8/09/2011
21. Haughee, Arielle Jean - Altamonte Elementary School, Teacher, Position Start Date 8/09/2011
22. Haulbrook, Jordan Rachel - Forest City Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011
23. Hendry, Danielle Nicole - South Seminole Middle School, Teacher, Position Start Date 8/09/2011
24. Hron, Shayna Tovah - Oviedo High School, Teacher - 50%, Position Start Date 8/09/2011
25. Jose, Jodi Lynn - Lake Mary High School, Teacher, Position Start Date 8/09/2011
26. Kaplan, McKenzie Farnsworth - Winter Springs High School, Teacher, Position Start Date 8/09/2011
27. Larsen, Angela Marie - Wilson Elementary School, Teacher, Other, Position Start Date 8/09/2011
28. Lightbourne, Bradley William - Lake Howell High School, Teacher, Position Start Date 8/09/2011
29. Lynch, Gregory J - Hagerty High School, Teacher, Position Start Date 8/09/2011
30. McKeever, Lindsay S - Lake Mary High School, Teacher, Position Start Date 8/09/2011
31. Morales, Griselle Marie - Hagerty High School, Teacher, Position Start Date 8/09/2011
32. Moreno, Walter Gregorio - Hagerty High School, Teacher Exceptional Child, Position Start Date 8/09/2011
33. Nation, Isobel Margaret Katherine - Jackson Heights Middle School, Teacher Exceptional Child, Position Start Date 8/09/2011
34. Pasterchik, Lauren J - Winter Springs Elementary School, Teacher, Position Start Date 8/09/2011
35. Pryde, Judith Marie - Markham Woods Middle School, Teacher, Position Start Date 8/09/2011
36. Rodriguez, Diana P - Oviedo High School, Teacher, Position Start Date 8/09/2011
37. Rollins II, David Leroy - Lake Brantley High School, Coach Only - 50%, (Temporary), Position Start Date 8/01/2011
38. Rona, Raquel O - Evans Elementary School, Teacher, Position Start Date 8/09/2011
39. Ross, Amanda Faye - Goldsboro Elementary School, Teacher, Position Start Date 8/09/2011
40. Ryerson, Rebecca Jean - South Seminole Middle School, Teacher Exceptional Child, Position Start Date 8/09/2011
41. Schaffer, Rachel Ann - Idyllwilde Elementary School, Teacher, Position Start Date 8/09/2011
42. Scheele, Amanda Kathleen - Bear Lake Elementary School, Teacher, Position Start Date 8/09/2011
43. Schott, Meredith Hoyer - Lake Mary Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011
44. Shoucair, Stephanie Diane - Goldsboro Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011
45. Sykes, Emilee M - Hagerty High School, Coach Only, (Temporary), Position Start Date 7/19/2011
46. Vitalis, Lesli Anne - Millennium Middle School, Teacher, Position Start Date 8/09/2011
47. Wagner, Marie K - Lake Howell High School, Teacher, Position Start Date 8/09/2011
48. West, Lisa Ann - Indian Trails Middle School, Teacher, Position Start Date 8/09/2011
49. Woolley, Celeste Marie - Lake Howell High School, Teacher, Position Start Date 8/09/2011

50. Yancey, Matthew N – Endeavor School, Teacher Exceptional Child, Position Start Date 8/09/2011
51. Young, Shawna Sue - Pine Crest Elementary School, Teacher, Position Start Date 8/09/2011

INSTRUCTIONAL TRANSFERS for 2011-12

1. Allen, Valerie Brewer - Lake Mary Elementary School, Teacher TO Highlands Elementary School, Teacher, Position Start Date 8/09/2011
2. Boldon Dawn Marie - Educational Support Center, Exceptional Student Support, Speech Language Pathologist - 50% TO Educational Support Center, Exceptional Student Support, Speech Language Pathologist - 60%. Position Start Date 8/09/2011
3. Boucher, Courtney Anne - Oviedo High School, Teacher Exceptional Child - 20% and Teacher - 80% TO Oviedo High School, Teacher Exceptional Child - 40% and Teacher - 60%, Position Start Date 8/09/2011
4. Brown, Robin Tineka - Crystal Lake Elementary School, Teacher ESOL TO Layer Elementary School, Teacher, Other, Position Start Date 8/09/2011
5. Carpenter, Susan McLean - Oviedo High School, Teacher - 80% and Teacher Exceptional Child - 20% TO Oviedo High School, Teacher - 60% and Teacher Exceptional Child - 40%, Position Start Date 8/09/2011
6. Christeas Jr, Michael Peter - Lake Mary High School, Teacher Exceptional Child TO Lake Mary High School, Teacher, Position Start Date 8/09/2011
7. Christodoulides, Aglaia D - Hagerty High School, Teacher TO Hagerty High School, Teacher Exceptional Child, Position Start Date 8/09/2011
8. Clark, Christine C - Oviedo High School, Teacher - 40% and Teacher Exceptional Child - 60% TO Oviedo High School, Teacher - 60% and Teacher Exceptional Child - 40%, Position Start Date 8/09/2011
9. Conrad, Rachel L - Lake Mary High School, Teacher - 100% TO Lake Mary High School, Teacher - 67% and Teacher Exceptional Child - 33%, Position Start Date 8/09/2011
10. Cusick, Veronica Louise - Educational Support Center, Curriculum Support Services, Teacher on Assnmnt/Crclm Spprt - 50% TO Educational Support Center, Instruct Excellence & Equity, Teacher on Assnmnt/Crclm Spprt - 100%, Position Start Date 8/09/2011
11. D'Agostino, Anna - Idyllwilde Elementary School, Teacher TO Lake Orienta Elementary School, Teacher, Position Start Date 8/09/2011
12. D'Agostino, Jeannine - Idyllwilde Elementary School, Teacher TO Wilson Elementary School, Teacher, Position Start Date 8/09/2011
13. Dargel, Regina Leigh - Crystal Lake Elementary School, Speech Language Pathologist TO Red Bug Elementary School, Speech Language Pathologist, Position Start Date 8/09/2011
14. Dehlinger, April Jeanne - Millennium Middle School, Teacher TO Teague Middle School, Teacher, Position Start Date 8/09/2011
15. Dixon, Kathryn L - Winter Springs High School, Teacher, TO Educational Support Center, Curriculum Support Services, Teacher on Assnmnt/Crclm Spprt, Position Start Date 8/09/2011
16. Durand, Patricia Cuadra - South Seminole Middle School, Counselor Middle - 100% TO South Seminole Middle School, Counselor Middle - 50%, Position Start Date 8/09/2011
17. Elmer, Belinda M - Hagerty High School, County Office Miscellaneous, Teacher TO Bentley Elementary School, Media Specialist Elementary, Position Start Date 8/09/2011
18. Ernest, Kathryn R - Wilson Elementary School, Teacher Exceptional Child TO Eastbrook Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011
19. Faison, Quintin Cornelius - Wicklow Elementary School, County Office Miscellaneous, Teacher, Other TO Educational Support Center, Special Projects/title 1, Teacher, Other, Position Start Date 8/09/2011
20. Fareed, Mary Margaret - Lake Orienta Elementary School, Teacher TO Lake Orienta Elementary School, Teacher ESOL, Position Start Date 8/09/2011

21. Gandy, Elizabeth R - Hopper Center, Teacher, Other - 50%, Hopper Center, Exceptional Student Support, Reading Coach - 25% and Instructional Excellence & Equity, Reading Coach - 25% TO Hopper Center, Instruct Excellence & Equity, Reading Coach - 100%, Position Start Date 8/09/2011

22. Gehron, Elizabeth D - Bentley Elementary School, Teacher, Other TO Educational Support Center, Curriculum Support Services, Teacher on Assnmnt/Crclm Spprt, Position Start Date 8/09/2011

23. Guber, Jill Brenda - Eastbrook Elementary School, Teacher - 100% TO Eastbrook Elementary School, Teacher, Other - 50%, Position Start Date 8/09/2011

24. Hall, James A - Teague Middle School, Teacher TO Winter Springs High School, Teacher, Position Start Date 8/09/2011

25. Hallett-Njuguna, Rachel Ann - Educational Support Center, Curriculum Support Services, Teacher on Assnmnt/Crclm Spprt TO Educational Support Center, Instruct Excellence & Equity, Teacher on Assnmnt/Crclm Spprt, Position Start Date 8/09/2011

26. Hardy-Holt, Brenedette Lileen - Educational Support Center, County Office Miscellaneous, Teacher TO Seminole High School, Teacher, Position Start Date 8/09/2011

27. Hennessey II, Edward Vincent - Oviedo High School, Teacher - 100% TO Oviedo High School, Teacher - 60% and Teacher Exceptional Child - 40%, Position Start Date 8/09/2011

28. Hron, Shayna Tovah - Oviedo High School, Teacher - 50% TO Oviedo High School, Teacher - 60%, Position Start Date 8/09/2011

29. Lake, Susan A - Lyman High School, Teacher Exceptional Child TO Endeavor School, Teacher Exceptional Child, Position Start Date 8/09/2011

30. Lias, Richard Emile - Milwee Middle School, Teacher TO Hagerty High School, Teacher, Position Start Date 8/09/2011

31. Lowe, Gary L - Casselberry Elementary School, Teacher TO Casselberry Elementary School, Teacher, Other, Position Start Date 8/09/2011

32. McCready, Sandra D - Lake Mary High School, Teacher - 20% and Teacher Vocational - 80% TO Lake Mary High School, Teacher - 3% and Teacher Vocational - 97%, Position Start Date 8/09/2011

33. Melnik, Jazmina Gaby - Sterling Park Elementary School, Teacher ESOL - 100% TO Sterling Park Elementary School, Teacher ESOL - 50%, Position Start Date 8/09/2011

34. Miller, Phyllis D - Jackson Heights Middle School, Teacher TO Rock Lake Middle School, Teacher, Position Start Date 8/09/2011

35. Mills, Wanda Renee - Seminole High School, Teacher TO Seminole High School, Secondary Inst Literacy Coach, Position Start Date 8/09/2011

36. Morgan, Caroline Mcvey - Geneva Elementary School, County Office Miscellaneous, Teacher Exceptional Child - 50% and Geneva Elementary School, Teacher Exceptional Child - 50% TO Wilson Elementary School, Teacher Exceptional Child - 50% and Geneva Elementary School, Teacher Exceptional Child - 50%, Position Start Date 8/09/2011

37. Panarello, Triscia M - Idyllwilde Elementary School, Teacher TO Sanford Middle School, Teacher, Position Start Date 8/09/2011

38. Phelps, Kary Laurence - Lake Mary High School, Teacher Exceptional Child - 50% and Teacher - 50% TO Lake Mary High School, Teacher - 100%, Position Start Date 8/09/2011

39. Reese, Kimberly A - Hagerty High School, Teacher TO Greenwood Lakes Middle School, Counselor Middle, Position Start Date 8/09/2011

40. Register, Elizabeth - Winter Springs High School, Teacher - 63% TO Winter Springs High School, Teacher - 79%, Position Start Date 8/09/2011

41. Sanabria, Israel - Seminole High School, Teacher TO Lake Howell High School, Secondary Inst Literacy Coach, Position Start Date 8/09/2011

42. Schatz, Angela Norwood - Casselberry Elementary School, Teacher, Other - 100% TO Casselberry Elementary School, Teacher, Other - 50% and Media Specialist Elementary - 50%, Position Start Date 8/09/2011

43. Senko, Rebecca L - Sanford Middle School, Teacher TO Lake Howell High School, Teacher, Position Start Date 8/09/2011

44. Thomas, Jennifer Krepps - Milwee Middle School, Teacher TO Hagerty High School, Teacher, Position Start Date 8/09/2011

45. **Wilkins, Ricky R - Educational Support Center, County Office Miscellaneous, Teacher TO Bentley Elementary School, Teacher, Other, Position Start Date 8/09/2011**
46. **Woods, Mary E - Oviedo High School, Teacher - 50% TO Oviedo High School, Teacher - 60%, Position Start Date 8/09/2011**

INSTRUCTIONAL REQUESTS FOR LEAVE OF ABSENCE for 2011-12

1. **Fetchick, Michelle Monique - Wilson Elementary School, Teacher, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 8/29/2011**
2. **Fetchick, Michelle Monique - Wilson Elementary School, Teacher, Family and Medical Leave Act, Leave Date 8/30/2011, Expected Return Date 10/08/2011**
3. **Frye, Tracey Nicole - Jackson Heights Middle School, Teacher, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 8/16/2011**
4. **Frye, Tracey Nicole - Jackson Heights Middle School, Teacher, Family and Medical Leave Act, Leave Date 8/17/2011, Expected Return Date 10/15/2011**
5. **Scott, Jennifer Lisa - Pine Crest Elementary School, Teacher Exceptional Child, Extend Sick Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**

ADMINISTRATIVE TERMINATION AND RESIGNATION for 2010-11

1. **DiConsiglio, Mark Robert - Educational Support Center, Exceptional Student Support, Coordinator, ESSS 11 mo, Reason: Resig for employ outside educa, Termination Effective Date 6/24/2011**

INSTRUCTIONAL TERMINATIONS AND RESIGNATIONS for 2011-12

1. **Barnett, Gary A - Oviedo High School, Teacher - 60% and Teacher Exceptional Child - 40%, Reason: Death, Termination Effective Date 7/13/2011**
2. **Calderon, Jaime A - Educational Support Center, Exceptional Student Support, School Psychologist DOC, Reason: Retired, Termination Effective Date 7/01/2011**
3. **Hegert, Kathleen - Lyman High School, Media Specialist High, Reason: Retired, Termination Effective Date 7/01/2011**
4. **Kershner, Joyce B - Casselberry Elementary School, Teacher, Reason: Retired, Termination Effective Date 7/01/2011**
5. **Pol, Adolfo - Sanford Middle School, Teacher, Reason: Retired, Termination Effective Date 12/24/2011**
6. **Richardson, Ashuwa Ashad - Lake Howell High School, Coach Only, (Temporary), Reason: Fail to Maintain Educ. Cert., Termination Effective Date 7/01/2011**
7. **Robinson, David L - Sanford Middle School, Teacher, Reason: Retired, Termination Effective Date 7/01/2011**

INSTRUCTIONAL TERMINATIONS AND RESIGNATIONS for 2010-11

1. **Brown, Brandi Janelle - Lake Brantley High School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
2. **Colangelo, George Frank - Winter Springs High School, Teacher - 63%, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
3. **Cortes, Angela Maria - Lake Brantley High School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
4. **Hall, Samantha L - Sanford Middle School, Teacher Exceptional Child, Reason: Resig for employ in Educ in Fl, Termination Effective Date 6/04/2011**

5. **Harrison, Kimberly Ann - Spring Lake Elementary School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
6. **McDonald, Andrea Orth - Crystal Lake Elementary School, Teacher, Other, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
7. **Murray, Amy Anne - Sanford Middle School, Speech Language Pathologist, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
8. **Nyland, Carrie Anne - Wicklow Elementary School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
9. **O'Leary, Brandy Porter - Wilson Elementary School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
10. **St. Pierre, Rachel J - Partin Elementary School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
11. **Sullivan, Rachel Kate - South Seminole Middle School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
12. **Thompson-Gordon, Bethany Dawn - Seminole High School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
13. **Yousif, Jennifer Ghobrial - Seminole High School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**

INSTRUCTIONAL CORRECTION TO PRIOR BOARD ACTION for 2010-11

1. **Loyd, Terry Lee - Milwee Middle School, Teacher, Reason: FROM: Personal Reasons, TO: Retired, Termination Effective Date 4/01/2011**

***Note: The designation assigned "County Office Miscellaneous" indicates the employee has a contract status of Regular Employee, Continuing Contract, or Professional Contract and has been assigned to the district pool for placement.**

Curriculum Revision For 2011/07/11 Thru 2011/07/25

Employee Name	Location
Abaray,April Marie	ENGLISH ESTATES ELEMENTARY
Alvarez,Michelle Yvonne	SOUTH SEMINOLE MIDDLE SCHOOL
Arb,Maxwell Samuel	CHILES MIDDLE SCHOOL
Bachnik,Jennifer R	MARKHAM WOODS MIDDLE SCHOOL
Baldorossi,Sandra Jean	TUSKAWILLA MIDDLE SCHOOL
Barnett,Diana Gimelfarb	HAGERTY HIGH SCHOOL
Carpenter,Christa Jeanice	ENGLISH ESTATES ELEMENTARY
Carroll,Brittany Michelle	ENGLISH ESTATES ELEMENTARY
Carter,Morgan A	LAKE BRANTLEY HIGH SCHOOL
Cook,Amanda E	ENGLISH ESTATES ELEMENTARY
Corlett,Lynda Jean	MILWEE MIDDLE SCHOOL
Datta,Sapna	ENGLISH ESTATES ELEMENTARY
Dickey,Ashley Lynn	CHILES MIDDLE SCHOOL
Gibbons,Nancy	ENGLISH ESTATES ELEMENTARY
Gibbs,Sara Maria	MILWEE MIDDLE SCHOOL
Gundal,Karen E	SOUTH SEMINOLE MIDDLE SCHOOL
Hamilton,Kimberly A	INDIAN TRAILS MIDDLE SCHOOL
Howard,Jennifer Ammones	ENGLISH ESTATES ELEMENTARY
Hudson,Joni Lynn	SANFORD MIDDLE SCHOOL

Hunziker,Donna L	CHILES MIDDLE SCHOOL
Irwin Jr.,John W	LYMAN HIGH SCHOOL
Ivey,Judith A	LONGWOOD ELEMENTARY SCHOOL
Jones,Terry Scott	MILLENNIUM MIDDLE SCHOOL
Jucker,Katherine Ann	LAKE BRANTLEY HIGH SCHOOL
Karnes,Elizabeth Marie	INDIAN TRAILS MIDDLE SCHOOL
LaPointe,Susan Kearney	TEAGUE MIDDLE SCHOOL
Lanham,Helen D	LAKE BRANTLEY HIGH SCHOOL
McDonald,Michael B	MILLENNIUM MIDDLE SCHOOL
Nolting,Kimberly Ann	STENSTROM ELEMENTARY SCHOOL
Olah,Michelle Montgomery	Virtual School Secondary
Plocica,Lauren Elizabeth	ENGLISH ESTATES ELEMENTARY
Roberts,Misty James	TEAGUE MIDDLE SCHOOL
Rothman,Jennifer Marie	HEATHROW ELEMENTARY SCHOOL
Ruckstuhl,Evelyn	ENGLISH ESTATES ELEMENTARY
Segrest,Erica Lynne	OVIEDO HIGH SCHOOL
Semones,Anna Christine	ENGLISH ESTATES ELEMENTARY
Sheehy,Cathryn Michele	LAKE HOWELL HIGH SCHOOL
Skipper,Suzanne James	LAKE HOWELL HIGH SCHOOL
Spencer,Sara Jean	LAKE BRANTLEY HIGH SCHOOL
Stickle,Jennifer Daley	MILLENNIUM MIDDLE SCHOOL
Taylor,Susan L	CHILES MIDDLE SCHOOL
Webb,Lynn M	LAKE HOWELL HIGH SCHOOL
Wesenberg,Donna Dailey	ENGLISH ESTATES ELEMENTARY
Wiercioch,Sherry G	LAKE BRANTLEY HIGH SCHOOL
Williams,Juanita M	CROOMS ACADEMY OF INFORM TECH
Wong,Marcus L	MILWEE MIDDLE SCHOOL
Zastrow,Charlene Macdonald	ROCK LAKE MIDDLE SCHOOL

Extended Contract-Instruct. For 2011/07/11 Thru 2011/07/25

Employee Name	Location
Allman,Randy L	EDUCATIONAL SUPPORT CENTER
Bloom,Mark A	EDUCATIONAL SUPPORT CENTER
Broome,Pamela Cox	EDUCATIONAL SUPPORT CENTER
Brown,Gregory Lewis	Consequence/E.Gregory
Brown,Susan Dianne	OVIEDO HIGH SCHOOL
Bungart,Gary Paul	HAGERTY HIGH SCHOOL
Caldwell,Kathleen T	INDIAN TRAILS MIDDLE SCHOOL
Cotto,Gisela	WINTER SPRINGS HIGH SCHOOL
Craft,Melinda Stanley	SEMINOLE HIGH SCHOOL
Dahl,Kimberly	EDUCATIONAL SUPPORT CENTER
Daniel,Trent Kubo	HAGERTY HIGH SCHOOL
Dooley,Kathy S	EDUCATIONAL SUPPORT CENTER
Ferren,Matthew S	SEMINOLE HIGH SCHOOL
Geiss,Shirley E	EDUCATIONAL SUPPORT CENTER
Ginn,Renee N	EDUCATIONAL SUPPORT CENTER
Gordon Jr,George Washington	LAKE MARY HIGH SCHOOL
Gregg,Richard Lee	LYMAN HIGH SCHOOL
Hallett-Njuguna,Rachel Ann	EDUCATIONAL SUPPORT CENTER
Harper,Patricia Ann	EDUCATIONAL SUPPORT CENTER
Hill,Victoria S	EDUCATIONAL SUPPORT CENTER
Hughes,Gail L	RED BUG ELEMENTARY SCHOOL
Johnson,Jennifer Cronin	EDUCATIONAL SUPPORT CENTER
Johnson,Lisa Kristen	EDUCATIONAL SUPPORT CENTER

Jones,Theodore W	WINTER SPRINGS HIGH SCHOOL
Kaesberg,Mary Ann	EDUCATIONAL SUPPORT CENTER
Lambert,Mary C	CARILLON ELEMENTARY SCHOOL
Mach,Diane L	EDUCATIONAL SUPPORT CENTER
Marteney,Dale Irvin	OVIEDO HIGH SCHOOL
Miles,Anxley Sharif	Consequence/E.Gregory
Miller,Melanie A	EDUCATIONAL SUPPORT CENTER
Monte Carlo,Barbara Rohter	WINTER SPRINGS HIGH SCHOOL
Morgan,Andrew C	LAKE MARY HIGH SCHOOL
Nardo,Joseph Fred	OVIEDO HIGH SCHOOL
Pendergrass,Jean K	EDUCATIONAL SUPPORT CENTER
Phinney,Ronald B	EDUCATIONAL SUPPORT CENTER
Rheaume,Debra Jean	Sub/OPS Educational Support
Royer III,Joseph Paul	MIDWAY ELEMENTARY SCHOOL
Schulte,Beverly A	EDUCATIONAL SUPPORT CENTER
Sciaino,Maria	HAGERTY HIGH SCHOOL
Shafer,Brian D	LAKE BRANTLEY HIGH SCHOOL
Shrader,Sharon S	EDUCATIONAL SUPPORT CENTER
Stout,Leeann Marie	WINTER SPRINGS HIGH SCHOOL
Swanson,Liberty Carris	RED BUG ELEMENTARY SCHOOL
Tibbitts-Bryce,Christy Lynn	HAGERTY HIGH SCHOOL
Waisanen,Scott D	OVIEDO HIGH SCHOOL
Walkotten,Kristen E	EDUCATIONAL SUPPORT CENTER
Westhelle,Betty J	OVIEDO HIGH SCHOOL
Woodruff,Arthur D	OVIEDO HIGH SCHOOL

Summer School - Instructional For 2011/07/11 Thru 2011/07/25

Employee Name	Location
Abel,Deborah C	WINTER SPRINGS HIGH SCHOOL
Ackley,Matthew M	OVIEDO HIGH SCHOOL
Alexander,Venturenia	SEMINOLE HIGH SCHOOL
Ayad,Mark S	HAGERTY HIGH SCHOOL
Barclay,Tammy Campbell	LAKE MARY HIGH SCHOOL
Barnett,Suzanne M	OVIEDO HIGH SCHOOL
Beasley,Misty Michelle	SEMINOLE HIGH SCHOOL
Bergman II,Jay A	HAGERTY HIGH SCHOOL
Bernosky,Thomas M	SEMINOLE HIGH SCHOOL
Boggs,Jack Thomas	OVIEDO HIGH SCHOOL
Bolling,Kathleen C	LAKE HOWELL HIGH SCHOOL
Borosky,Sara L	LAKE HOWELL HIGH SCHOOL
Bridges,MaryBeth	LAKE HOWELL HIGH SCHOOL
Caballero-Rodriguez,Lynette M	WINTER SPRINGS HIGH SCHOOL
Campbell,Angela Nichole	HAGERTY HIGH SCHOOL
Campbell,Sean D	LYMAN HIGH SCHOOL
Cappetta,Susan B	LYMAN HIGH SCHOOL
Casko,Scott T	SEMINOLE HIGH SCHOOL
Cassady,Heather Marie	HAGERTY HIGH SCHOOL
Caughell Jr,William W	LYMAN HIGH SCHOOL
Ciccarello,Dawn M	WINTER SPRINGS HIGH SCHOOL
Clayton,Heather Lynnette	SEMINOLE HIGH SCHOOL
Costello,Teresa Lynn	LAKE MARY HIGH SCHOOL
Cutcher Jr,James Ronnie	OVIEDO HIGH SCHOOL
Daly,David Richard	CHILES MIDDLE SCHOOL
Dehlinger,Erin L	LAKE MARY HIGH SCHOOL

Donnelly,Adam M	LAKE MARY HIGH SCHOOL
Donoghue,Kathryn Campbell	LAKE MARY HIGH SCHOOL
Dopson,Detra Patrice	LAKE HOWELL HIGH SCHOOL
Dygon,Jennifer N	LAKE HOWELL HIGH SCHOOL
Eissele,William R	LAKE MARY HIGH SCHOOL
Ellis,Pearle J	WINTER SPRINGS HIGH SCHOOL
Elmer,Belinda M	HAGERTY HIGH SCHOOL
Fisher,Jeannie Ann	LAKE MARY HIGH SCHOOL
Fodor,Darlene L	LAKE BRANTLEY HIGH SCHOOL
Fowler,John L	MILLENNIUM MIDDLE SCHOOL
Fox,Janet Louise	CROOMS ACADEMY OF INFORM TECH
Frank,Cindy L	LAKE HOWELL HIGH SCHOOL
French,Scott A	WINTER SPRINGS HIGH SCHOOL
Giambalvo,Paul Joseph	LAKE HOWELL HIGH SCHOOL
Gordon,Tammie Rose	SEMINOLE HIGH SCHOOL
Gray,Virginia M	LAKE MARY HIGH SCHOOL
Green,Annetta Mary	LAKE BRANTLEY HIGH SCHOOL
Hall,Gene C	CHILES MIDDLE SCHOOL
Harris,Danya Jean	LYMAN HIGH SCHOOL
Harris,Michael R	SEMINOLE HIGH SCHOOL
Hilson,Lourdes M	LAKE BRANTLEY HIGH SCHOOL
Himmer,Cynthia L	MARKHAM WOODS MIDDLE SCHOOL
Hodge,Kelvin A	CROOMS ACADEMY OF INFORM TECH
Hooper,Rebecca S	LYMAN HIGH SCHOOL
Hunter Jr.,Michael Joseph	HAGERTY HIGH SCHOOL
Jones,Gloria M	LAKE MARY HIGH SCHOOL
Juster,Mariette Herro	LYMAN HIGH SCHOOL
Keck,Nancy Lou	GREENWOOD LAKES MIDDLE SCHOOL
Keith,Ricky Stallings	LAKE HOWELL HIGH SCHOOL
Kimbrough,Scott A	LYMAN HIGH SCHOOL
Kohn,Tiffany S	LYMAN HIGH SCHOOL
Lanier,Darla M	LAKE BRANTLEY HIGH SCHOOL
Lief,Susan K	INDIAN TRAILS MIDDLE SCHOOL
Lightsey,Marcia Amy	OVIEDO HIGH SCHOOL
Longarzo,Stephen C	HAGERTY HIGH SCHOOL
Lovett,Emelda J	SEMINOLE HIGH SCHOOL
Lynch,Charles Arthur	HAGERTY HIGH SCHOOL
Lyster,Carlisle Frederick	INDIAN TRAILS MIDDLE SCHOOL
Mahany,Deborah A	LAKE MARY HIGH SCHOOL
Martin,Anne Lorine	Journeys Academy
McBryde,Marsha Michelle	WINTER SPRINGS HIGH SCHOOL
McCall,Sally D	LAKE BRANTLEY HIGH SCHOOL
McDonald,Juliene M	HAGERTY HIGH SCHOOL
McDougald,Camille	LAKE MARY HIGH SCHOOL
Meng,Nonda Graves	LAKE MARY HIGH SCHOOL
Michalak,Mary	SEMINOLE HIGH SCHOOL
Michaud,Danelle Jeanne	LYMAN HIGH SCHOOL
Miessau,Keith William	LAKE MARY HIGH SCHOOL
Morris,Elizabeth M	MILLENNIUM MIDDLE SCHOOL
Mulock,Brett Franklin	WINTER SPRINGS HIGH SCHOOL
Myers,Jeffrey S	LAKE HOWELL HIGH SCHOOL
Neris,Myrtha	LYMAN HIGH SCHOOL
Offenbacker,David B	LYMAN HIGH SCHOOL
Oliver,Thomas Edward	LAKE HOWELL HIGH SCHOOL
Patrick,Jesse A	LYMAN HIGH SCHOOL
Pauldo,Willie James	LAKE MARY HIGH SCHOOL
Peck,Judith	WINTER SPRINGS HIGH SCHOOL

Penaga,Leighann	LAKE BRANTLEY HIGH SCHOOL
Perez,Miriam Colon	LAKE MARY HIGH SCHOOL
Perry,Scott C	LAKE MARY HIGH SCHOOL
Peters,Douglas M	LAKE MARY HIGH SCHOOL
Prevatt,Paulette Elaine	SEMINOLE HIGH SCHOOL
Prom,Michelle Lynne	SEMINOLE HIGH SCHOOL
Raimondo Jr,Anthony Eugene	SEMINOLE HIGH SCHOOL
Reagan,Andrew S	LAKE MARY HIGH SCHOOL
Reese,Kimberly A	HAGERTY HIGH SCHOOL
Reyes Jr,Louis A	LAKE MARY HIGH SCHOOL
Richardson,Terry J	SEMINOLE HIGH SCHOOL
Roberts,Ellen Adams	OVIEDO HIGH SCHOOL
Robie,Daniel F	WINTER SPRINGS HIGH SCHOOL
Rocke,Robert P	CROOMS ACADEMY OF INFORM TECH
Rodriguez,Jonathan Jose	HAGERTY HIGH SCHOOL
Rothrock,John W	LAKE HOWELL HIGH SCHOOL
Rouse,Melinda E	SEMINOLE HIGH SCHOOL
Rush,Elisa H	LAKE MARY HIGH SCHOOL
Sams,Mary K	LAKE BRANTLEY HIGH SCHOOL
Sanchez,Steve	LYMAN HIGH SCHOOL
Sciaino,Maria	HAGERTY HIGH SCHOOL
Shalls,Joan D	LYMAN HIGH SCHOOL
Sheehy,Cathryn Michele	LAKE HOWELL HIGH SCHOOL
Sheplan,Derek Edwardleon	LAKE HOWELL HIGH SCHOOL
Skipper,Suzanne James	LAKE HOWELL HIGH SCHOOL
Smith,Amber N	SEMINOLE HIGH SCHOOL
Smith,Don E	CROOMS ACADEMY OF INFORM TECH
Smith,Lawrence C	LAKE BRANTLEY HIGH SCHOOL
Snyder,Penny E	LAKE BRANTLEY HIGH SCHOOL
Swalina,Sharon D	LAKE MARY HIGH SCHOOL
Teaken,Carol A	ROCK LAKE MIDDLE SCHOOL
Tolliver,Tisha P	SEMINOLE HIGH SCHOOL
Traeger,Sandra Lorraine	OVIEDO HIGH SCHOOL
Traina,Robert Edward	SEMINOLE HIGH SCHOOL
Tucker,Gina Pachuta	LAKE HOWELL HIGH SCHOOL
Vach,Kimberly K	WINTER SPRINGS HIGH SCHOOL
Velazquez,Elba Iris	LAKE HOWELL HIGH SCHOOL
Vite,Robert Glenn	SEMINOLE HIGH SCHOOL
Vong,Trung Kien	SEMINOLE HIGH SCHOOL
Walker,Ruth A	LAKE HOWELL HIGH SCHOOL
Walsh,Andrea L	HAGERTY HIGH SCHOOL
Washburn,Robert J	WINTER SPRINGS HIGH SCHOOL
Webb,Jessica L	LYMAN HIGH SCHOOL
Weinberg,Kimberly Harden	LYMAN HIGH SCHOOL
Welch,Brenda A	LAKE MARY HIGH SCHOOL
Welch,Megan Valerie	LAKE BRANTLEY HIGH SCHOOL
Whalen,William P	LAKE MARY HIGH SCHOOL
Wilk,Bryan Edmund	LAKE HOWELL HIGH SCHOOL
Wilkie,Paul E	OVIEDO HIGH SCHOOL
Williams,Robert G	OVIEDO HIGH SCHOOL
Wilson,Vera M	WINTER SPRINGS HIGH SCHOOL
Woods,Carol C	OVIEDO HIGH SCHOOL
Wynn,Sylvester G	SEMINOLE HIGH SCHOOL

INSTRUCTIONAL RECOMMENDATIONS FOR ACTION AT THE BOARD MEETING ON: 08/23/2011

INSTRUCTIONAL REAPPOINTMENTS for 2011-12

1. **Ault, Lancelot - South Seminole Middle School, Teacher, AC**
2. **Fox, Rachele Rizzo – Millennium Middle School, Teacher, AC**
3. **Frage, Phyllis - Walker Elementary School, Teacher, AC**
4. **Hazel, Pattie Anne – Rainbow Elementary School, Teacher, AC**
5. **Hopkins, Nicole Marie - Eastbrook Elementary School, Teacher, AC**
6. **Jehner, Laura Lee - Lake Mary High School, Teacher Exceptional Child - 50%, AC**
7. **Kelly, Kourtney Alaine - Milwee Middle School, Teacher, AC**
8. **McKown, Laura A - Jackson Heights Middle School, Teacher, AC**
9. **Mora, Allison Marie - Midway Elementary School, Teacher, Other, AC**
10. **Mourad,Rosemarie - Keeth Elementary School, Teacher, Other - 50%, AC**
11. **Ragland, Melinda Sarah - Partin Elementary School, Teacher, AC**
12. **Schnittker, Danielle M - Spring Lake Elementary School, Teacher, AC**
13. **Jolta,Valentina K - Tuskawilla Middle School, Teacher, AC**
14. **Weston, Antonia Jane Sarah - Lake Brantley High School, Teacher, AC**
15. **Witham, Sonya Sutherland - Heathrow Elementary School, Teacher, AC**

ADMINISTRATIVE APPOINTMENTS for 2011-12

1. **Tango, Lisa Joy - Educational Support Center, Food Service, FS Quality Assurance Manager, Position Start Date 8/02/2011**
2. **Tibbitts-Bryce, Christy Lynn - Hagerty High School, Assistant Principal High 11 mo, Position Start Date 8/04/2011**
3. **Windt, Colleen – Lake Mary High School, Assistant Principal High 10 mo, Position Start Date 8/16/2011**

INSTRUCTIONAL APPOINTMENTS for 2011-12

1. **Armstrong, Jasara Carreras - Lake Howell High School, Teacher Exceptional Child, Position Start Date 8/09/2011**
2. **Baker, Johanna R - Lake Mary Elementary School, Speech Language Pathologist, Position Start Date 8/09/2011**
3. **Battle, Lola Ann - Eastbrook Elementary School, Teacher, Position Start Date 8/09/2011**
4. **Beliz, Amber Nichole - Bear Lake Elementary School, Teacher, Position Start Date 8/09/2011**
5. **Berger, Stacy N - Lake Orienta Elementary School, Teacher, Position Start Date 8/09/2011**
6. **Brown, Stephanie L - Sabal Point Elementary School, Teacher, Position Start Date 8/09/2011**
7. **Burgess, Pamela J - Millennium Middle School, Teacher, Position Start Date 8/09/2011**
8. **Carlisle, Corinna Ashleigh - Winter Springs High School, Teacher, Position Start Date 8/09/2011**
9. **Dalley, Erica L - Bear Lake Elementary School, Teacher, Position Start Date 8/09/2011**
10. **Davenport, Nicolette Faye - Wilson Elementary School, Teacher, Position Start Date 8/09/2011**
11. **Denmark, Heather Nicole - Forest City Elementary School, Teacher, Other, Position Start Date 8/09/2011**
12. **Denny, Johnna Rankin - Greenwood Lakes Middle School, Teacher Exceptional Child, Position Start Date 8/09/2011**
13. **Dilger, Ty Kathleen - Lake Mary High School, Teacher - 83%, Position Start Date 8/09/2011**

14. Doyle II, Edward William - Lake Brantley High School, Teacher, Position Start Date 8/09/2011
15. Everson, Tiffany Michelle - Indian Trails Middle School, Teacher - 80% and Counselor Middle – 20%, Position Start Date 8/09/2011
16. Fiorillo, Kristi M - Bear Lake Elementary School, Teacher, Position Start Date 8/09/2011
17. Foles, Melissa - Greenwood Lakes Middle School, Teacher, Position Start Date 8/09/2011
18. Gabriel, Stephanie Zamor - Seminole High School, Counselor High, Position Start Date 8/09/20
19. Garlich, Kelly Elizabeth - Millennium Middle School, Teacher, Position Start Date 8/09/2011
20. Gentile, Deborah Doll - Pine Crest Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011
21. Girard, John R - Oviedo High School, Coach Only, (Temporary), Position Start Date 7/27/2011
22. Godby, Amanda Marie - Lake Mary High School, Teacher, Position Start Date 8/09/2011
23. Gonzalez, Sarah Ann - Millennium Middle School, Teacher, Position Start Date 8/09/2011
24. Hall, Cari Marie - Bear Lake Elementary School, Teacher, Position Start Date 8/09/2011
25. Harrison, Summer Jade - Winter Springs Elementary School, Teacher, Position Start Date 8/09/2011
26 . Hernandez-Santiago, Lexa Tamara - South Seminole Middle School, Teacher, Position Start Date 8/09/2011
27. Hicks, Janice Shelby - Walker Elementary School, Teacher As Needed, (Temporary), Position Start Date /09/2011
28. Kelly, John Edward - Oviedo High School, Coach Only, (Temporary), Position Start Date 11/12/2011
29. Kersten, Michelle Cole - Goldsboro Elementary School, Teacher, Position Start Date 8/09/2011
30. Killgore, Callie M - Evans Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011
31. Lee, Stacy L - South Seminole Middle School, Teacher, Position Start Date 8/09/2011
32. Licitra, Alyssa Concetta - Chiles Middle School, Teacher, Position Start Date 8/09/2011
33. Lind, Kathryn S - South Seminole Middle School, Teacher, Position Start Date 8/09/2011
34. Marquis, Patricia L - Lake Orienta Elementary School, Teacher, Position Start Date 8/09/2011
35. Mays, Cornelius James - Eastbrook Elementary School, Teacher, Other, Position Start Date 8/09/2011
36. McConnell, Crystal Fawn - Educational Support Center, Exceptional Student Support, Teacher Exceptional Child, Position Start Date 8/09/2011
37. McKelvey, Joel Brandon – Educational Support Center, Instruct Excellence & Equity, Performance Data Analyst, Position Start Date 7/11/2011
38. O'Neal, Katherine Lee - Midway Elementary School, Teacher, Position Start Date 8/09/2011
39. O'Reilly, Lesley Taggart - Casselberry Elementary School, Teacher As Needed, (Temporary), Position Start Date 8/09/2011
40. Pacanowski, Ashley E - Winter Springs Elementary School, Teacher, Position Start Date 8/09/2011
41. Phillips, Casey June - Winter Springs Elementary School, Teacher, Position Start Date 8/09/2011
42. Pomp, Shannon Nunnally - Carillon Elementary School, Teacher, Other - 50%, Position Start Date 8/09/2011
43. Reynolds, Charles E - Seminole High School, Coach Only, (Temporary), Position Start Date 7/12/2011
44. Rose, Ashley Leighann Sage - Lake Brantley High School, Coach Only, (Temporary), Position Start Date 1/07/2012
45. Rozier Iii, Jacob Riley - Hagerty High School, Coach Only, (Temporary), Position Start Date 7/26/2011

46. **Sarandah, Rasha H - Markham Woods Middle School, Counselor Middle, Position Start Date 8/09/2011**
47. **Schommer, Lauren N - Idyllwilde Elementary School, Counselor Elementary, Position Start Date 8/09/2011**
48. **Smith, Brittany Marie - Seminole High School, Speech Language Pathologist - 50% and Casselberry Elementary School, Speech Language Pathologist - 50%,Position Start Date 8/09/2011**
49. **Sirianni, Jennifer - Lake Brantley High School, Teacher, Position Start Date 8/09/2011**
50. **Sutliff, Jessica Susan - Goldsboro Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011**
51. **Sutton, Arika C - Sanford Middle School, Teacher, Position Start Date 8/09/2011**
52. **Tillman Jr, William - Pine Crest Elementary School, Teacher, Position Start Date 8/09/2011**
53. **Van Hoven, Timothy Mitchell - Casselberry Elementary School, Teacher, Position Start Date 8/09/2011**
54. **Warden, Taylor A - Lake Howell High School, Teacher Exceptional Child, Position Start Date 8/09/2011**

INSTRUCTIONAL TRANSFERS for 2011-12

1. **Aagaard, Kristin R - Idyllwilde Elementary School, Teacher TO Bear Lake Elementary School, Teacher, Position Start Date 8/09/2011**
2. **Alexander-Perelion, Laureen Genevieve - Lake Howell High School, County Office Miscellaneous, Teacher Exceptional Child TO Winter Springs High School, Teacher Exceptional Child, Position Start Date 8/09/2011**
4. **Barody, Ashley Marie - Lake Brantley High School, Teacher - 57% TO Lake Brantley High School, Teacher - 100%, Position Start Date 8/09/2011**
5. **Barody, Ashley Marie - Lake Brantley High School, Teacher - 100% TO Lake Brantley High School, Teacher - 57%, Position Start Date 1/07/2012**
6. **Branson, Dorothy A - Lake Mary High School, Teacher - 50% and Teacher Exceptional Child – 50%, TO Lake Mary High School, Teacher Exceptional Child - 100%, Position Start Date 8/09/2011**
7. **Brinkerhoff, Sheri Ann - Seminole High School, Teacher Vocational - 50% and Teacher – 50%, TO Seminole High School, Teacher - 100%, Position Start Date 8/09/2011**
8. **Daniels, Janice M - Lake Brantley High School, Teacher Exceptional Child - 16% and Teacher Vocational - 55%, TO Lake Brantley High School, Teacher Exceptional Child - 45%, and Teacher Vocational - 55%, Position Start Date 8/09/2011**
9. **Danner, Amber R - Eastbrook Elementary School, Teacher TO Wicklow Elementary School, Teacher, Position Start Date 8/09/2011**
10. **Dilmore, Margie Hamm - Greenwood Lakes Middle School, Teacher - 75% TO Sanford Middle School, Teacher - 100%, Position Start Date 8/09/2011**
11. **Dorr, Mariella M - Layer Elementary School, Teacher, Other - 50%, To Layer Elementary School, Teacher, Other - 100% Position Start Date 8/09/2011**
12. **Edmonds, Quantia Jenkins - Heathrow Elementary School, Teacher TO Walker Elementary School, Teacher, Position Start Date 8/09/2011**
13. **Ferrante, Pamela S - Chiles Middle School, Teacher Exceptional Child TO Educational Support Center, Executive Director/secondary, Secondary Inst Literacy Coach, Position Start Date 8/09/2011**

14. **Freeman, Jessica Lynn - Seminole High School, Teacher - 50% TO Seminole High School, Teacher - 100%, Position Start Date 8/09/2011**
15. **Hardy-Holt, Brenedette Lileen - Seminole High School, Teacher TO Seminole High School, Teacher Vocational, Position Start Date 8/09/2011**
16. **Hartman II, Richard F - Milwee Middle School, Teacher Vocational TO Sanford Middle School, Teacher, Position Start Date 8/09/2011**
17. **Hitt, Harold Coyner - Oviedo High School, Dean TO Oviedo High School, Teacher, Position Start Date 8/09/2011**
18. **Hunziker, Donna L - Chiles Middle School, Teacher TO Chiles Middle School, Teacher Exceptional Child, Position Start Date 8/09/2011**
19. **Lanham, Helen D - Lake Brantley High School, Teacher - 57% TO Lake Brantley High School, Teacher - 100%, Position Start Date 8/09/2011**
20. **Lawson, Gina Snow - Walker Elementary School, Teacher TO Woodlands Elementary School, Teacher, Position Start Date 8/09/2011**
21. **Letzkus, Rebecca Lynn - Spring Lake Elementary School, Teacher, Other TO Spring Lake Elementary School, Teacher, Position Start Date 8/09/2011**
22. **Lewis, Tamara L - Midway Elementary School, Teacher TO Midway Elementary School, Teacher, Other, Position Start Date 8/09/2011**
23. **Mahone, Anita H - Rock Lake Middle School, Teacher Exceptional Child TO Indian Trails Middle School, Teacher Exceptional Child, Position Start Date 8/09/2011**
24. **Owens, Janet Rainey - Lawton Elementary School, Teacher ESOL - 50% TO Lawton Elementary School, Teacher - 100%, Position Start Date 8/09/2011**
25. **Philbrick, Hillary Kay - Walker Elementary School, Teacher TO Woodlands Elementary School, Teacher, Position Start Date 8/09/2011**
26. **Rahill, Lauren Anne - Millennium Middle School, Teacher TO Winter Springs High School, Teacher, Position Start Date 8/09/2011**
27. **Reedy, Jeffrey D - Greenwood Lakes Middle School, Teacher - 60% TO Greenwood Lakes Middle School, Teacher - 75%, Position Start Date 8/09/2011**
28. **Reinecke, William T - Educational Support Center, County Office Miscellaneous, Teacher TO South Seminole Middle School, Teacher, Position Start Date 8/09/2011**
29. **Riether, Anna M - Lake Brantley High School, Teacher TO Lake Brantley High School, Counselor High, Position Start Date 8/09/2011**
30. **Riether, Anna M - Lake Brantley High School, Counselor High TO Lake Brantley High School, Teacher, Position Start Date 1/07/2012**
31. **Shank, Karen Ann - Millennium Middle School, Teacher - 100% TO Millennium Middle School, Teacher - 50% and Teacher Exceptional Child – 50%, Position Start Date 8/09/2011**
33. **Silvey, Stephanie Shannon - Greenwood Lakes Middle School, Teacher TO Lake Mary High School, Teacher, Position Start Date 8/09/2011**
34. **Skipper, Suzanne James - Lake Howell High School, Teacher - 50% and Teacher Exceptional Child – 50%, TO Educational Support Center, Executive Director/secondary, Secondary Inst Literacy Coach - 100%, Position Start Date 8/09/2011**
35. **Wall-Townsend, Judy E - Carillon Elementary School, Teacher TO Midway Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011**
36. **Warne, Cheryl A - Rock Lake Middle School, County Office Miscellaneous, Teacher Exceptional Child TO Indian Trails Middle School, Teacher Exceptional Child, Position Start Date 8/09/2011**
37. **Wilkinson, Catherine J - Hopper Center, Teacher Exceptional Child TO Wilson Elementary School, Teacher Exceptional Child, Position Start Date 8/09/2011**

ADMINISTRATIVE REQUEST FOR LEAVE OF ABSENCE for 2011-12

1. **Sims, Theodore R - Custodial Services, Manager Custodial Services, Extend Sick Leave with pay, Leave Date 8/16/2011, Expected Return Date 10/26/2011**
2. **Sims, Theodore R - Custodial Services, Manager Custodial Services, Vac For Sick Leave Purposes, Leave Date 10/27/2011, Expected Return Date 11/09/2011**

INSTRUCTIONAL REQUESTS FOR LEAVE OF ABSENCE for 2011-12

1. **Albury, Linda Ann - Heathrow Elementary School, Teacher Exceptional Child, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 8/31/2011**
2. **Alexander, Lindsay Nicole - Wilson Elementary School, Teacher, Personal Leave without Pay, Leave Date 10/29/2011, Expected Return Date 6/01/2012**
3. **Aran, Hillary Joy - Forest City Elementary School, Teacher, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 8/19/2011**
4. **Aran, Hillary Joy - Forest City Elementary School, Teacher, Family and Medical Leave Act, Leave Date 8/20/2011, Expected Return Date 9/06/2011**
5. **Astwood, Anna Blanche - Lake Brantley High School, Counselor High, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 8/12/2011**
6. **Astwood, Anna Blanche - Lake Brantley High School, Counselor High, Extend Sick Leave without Pay, Leave Date 8/13/2011, Expected Return Date 10/14/2011**
7. **Astwood, Anna Blanche - Lake Brantley High School, Counselor High, Personal Leave without Pay, Leave Date 10/15/2011, Expected Return Date 1/07/2012**
8. **Baker-Coble, Susan - Lake Mary High School, Teacher Exceptional Child, Extend Sick Leave with pay, Leave Date 8/23/2011, Expected Return Date 8/23/2011**
9. **Baker-Coble, Susan - Lake Mary High School, Teacher Exceptional Child, Family and Medical Leave Act, Leave Date 8/24/2011, Expected Return Date 11/17/2011**
10. **Brantley, Jessica Janel - South Seminole Middle School, Teacher, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**
11. **Broughton, Angela R - Lake Mary Elementary School, Teacher, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**
12. **Brown, Melissa Ann - Jackson Heights Middle School, Teacher, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**
13. **Cleveland, Avalla G M L - Midway Elementary School, Teacher, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 8/10/2011**
14. **Cleveland, Avalla G M L - Midway Elementary School, Teacher, Family and Medical Leave Act, Leave Date 8/11/2011, Expected Return Date 10/01/2011**
15. **Eastwood, Audra Kathleen - Educational Support Center, Special Projects/title 1, School Social Worker - 80%, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 10/01/2011**
16. **Gay, Kathleen Ann - Partin Elementary School, Teacher, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 8/15/2011**
17. **Gay, Kathleen Ann - Partin Elementary School, Teacher, Family and Medical Leave Act, Leave Date 8/16/2011, Expected Return Date 9/10/2011**
18. **Hasham, Zishan Karim - Hamilton Elementary School, Speech Language Pathologist - 50%, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**
19. **Lieser, Kimberly Purvis - South Seminole Middle School, Teacher, Extend Sick Leave with pay, Leave Date 8/09/2011, Expected Return Date 9/07/2011**
20. **Lieser, Kimberly Purvis - South Seminole Middle School, Teacher, Family and Medical Leave Act, Leave Date 9/08/2011, Expected Return Date 10/15/2011**
21. **Mirande, Laura Sisinni - Wicklow Elementary School, Teacher, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**
22. **Register, Eileen F - Indian Trails Middle School, Teacher, Family and Medical Leave Act, Leave Date 8/09/2011, Expected Return Date 9/23/2011**
23. **Register, Eileen F - Indian Trails Middle School, Teacher, Extend Sick Leave without Pay, Leave Date 9/24/2011, Expected Return Date 1/07/2012**
24. **Stanley, Bonnie Grace Ann - Educational Support Center, Exceptional Student Support, School Psychologist SPEC - 85%, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 1/07/2012**
25. **Stapleton, Shanna Rene - Idyllwilde Elementary School, Teacher, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**

26. Stewart, Margaret Wallis Spiegel - Walker Elementary School, Teacher, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012
27. Ungaro, Robyn Ann-Denny - Walker Elementary School, Teacher, Family and Medical Leave Act, Leave Date 8/09/2011, Expected Return Date 10/28/2011
28. Ungaro, Robyn Ann-Denny - Walker Elementary School, Teacher, Extend Sick Leave without Pay, Leave Date 10/29/2011, Expected Return Date 1/07/2012
29. Williams, Maureen Rose - English Estates Elementary School, Teacher Exceptional Child, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012

ADMINISTRATIVE TERMINATION AND RESIGNATION for 2011-12

1. Roberts, Kathleen Marie - Lake Mary High School, Assistant Principal High 10 mo, Reason: Personal Reasons, Termination Effective Date 7/29/2011

INSTRUCTIONAL TERMINATIONS, RESIGNATIONS AND SUSPENSIONS for 2011-12

1. Blake, Jimmie Lee – Winter Springs High School, Teacher Exceptional Child, Suspension without Pay, Reason: Conduct that is unbecoming of an employee of the School Board of Seminole County Violation of adopted school board policies 6.13 Appointment or Employment Requirements, 6.50, Professional Ethics, 6.51 Violation of Local, State and/or Federal Laws, and 6.84, Relationships with Students, and Misconduct in office, Effective Date 8/24/2011
2. Fitzgerald, Michael D - Casselberry Elementary School, Teacher, Other, Suspension without Pay, Reason: Prior Criminal History, Adjudication of guilt to last arrest of moral turpitude, Unbecoming conduct of school employee, Violations of School Board Policies, Misconduct in office in violation of State Board Education Rules, Effective Date 8/24/2011
3. Johnson, Vernon Leroy - Milwee Middle School, Teacher, Suspension without Pay for 3 days, Reason: Insubordination, Failure to follow previous directives given related to proper student supervision, Failure to perform assigned duties and Willful neglect of duty, Effective Dates 8/30/2011, 9/07/2011 and 9/08/2011
4. Long, Chadwick A - Oviedo High School, Teacher, Suspension without Pay, Reason: Misconduct in office, Violation of FHSAA bylaws and policies, Violation of State Board of Education Rules, Willful neglect of duty, Multiple violations of School Board Policies, Effective Date 8/24/2011
5. Rinick, Jolee K - Midway Elementary School, Teacher, Reason: Retired, Termination Effective Date 8/13/2011
6. Schroth, Mary P - Longwood Elementary School, Teacher, Reason: Retired, Termination Effective Date 7/01/2011
7. Smith, Linda Louise - Pine Crest Elementary School, Teacher, Reason: Retired, Termination Effective Date 7/01/2011
8. Stempler, Cherry McIntyre - Lake Brantley High School, Teacher, Reason: Retired, Termination Effective Date 7/01/2011

INSTRUCTIONAL TERMINATIONS AND RESIGNATIONS for 2010-11

1. Anderson, Robert E - Lake Brantley High School, Coach Only, (Temporary), Reason: Personal Reasons, Termination Effective Date 3/01/2011
2. Beck, Christi Ann - Lake Mary High School, Counselor High, Reason: Resig for employ in Educ in Fl, Termination Effective Date 6/04/2011
3. Bellande, Myriam M - Teague Middle School, Speech Language Pathologist - 80%, Reason: Personal Reasons, Termination Effective Date 6/04/2011

4. **DeCambre, Suzette R - Millennium Middle School, Teacher, Reason: Resig for employ in Educ in Fl, Termination Effective Date 6/04/2011**
5. **Dunaye, Jennifer Estelle - Wilson Elementary School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
6. **Fernandez, Jose - Lake Howell High School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
7. **Gentry, Christina Gabrielle - Markham Woods Middle School, Speech Language Pathologist, Reason: Resig for employ outside educa, Termination Effective Date 6/04/2011**
8. **Ginter, Krista M - Altamonte Elementary School, Teacher, Other, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
9. **Gonzalez, Maria De Jesus - Eastbrook Elementary School, Speech Language Pathologist, Reason: Resig employ in educ out Fla, Termination Effective Date 6/04/2011**
10. **Johnson, Monica Yvonne - Winter Springs High School, Teacher Exceptional Child, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
11. **Leiner, Paul A - Millennium Middle School, Teacher - 60%, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
12. **McCracken, Ian S - Milwee Middle School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
13. **Nelson, Aubrey M - Seminole High School, Teacher Vocational - 50%, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
14. **Poyner, Eric W - Hagerty High School, Teacher, Reason: Resig for employ in Educ in Fl, Termination Effective Date 6/04/2011**
15. **Russell, John D - Lake Mary High School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
16. **Sanders, Matthew E - Keeth Elementary School, Teacher, Other, Reason: Resig employ in educ out Fla, Termination Effective Date 6/04/2011**
17. **Seifert, Donna Savasta – Midway Elementary School, Teacher, Reason: Personal Reasons, Effective Date 6/4/2011**
18. **Usher, Lawrence Marcus - Lake Mary High School, Teacher, Reason: Resig for employ outside educa, Termination Effective Date 6/04/2011**
19. **Ware, April Marie Hudson - Forest City Elementary School, Teacher, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
20. **Winning, Constance - Educational Support Center, Exceptional Student Support, School Board Nurse, Reason: Personal Reasons, Termination Effective Date 6/04/2011**

INSTRUCTIONAL PERSONNEL RETURNING TO DUTY FROM LEAVE OF ABSENCE for 2011-12

1. **Hopkins, Nicole Marie - Woodlands Elementary School, Teacher, Return from Leave Date 8/09/2011**

INSTRUCTIONAL PERSONNEL FLORIDA RETIREMENT SYSTEM DROP EXTENSIONS for 2011-12

1. **Brown, Bonita S - English Estates Elementary School, Teacher, Effective Date 10/01/2011 thru remainder of Drop Extension 6/30/2012**
2. **Domenico, Kathryn L - Indian Trails Middle School, Teacher, Effective Date 10/01/2011 thru remainder of Drop Extension 6/30/2012**
3. **Gennett, Wendy - Bentley Elementary School, Teacher, Effective Date 11/01/2011 thru remainder of Drop Extension 6/30/2012**
4. **Hager, Sandra Lee - Spring Lake Elementary School, Teacher ESOL, Effective Date 11/01/2011 thru remainder of Drop Extension 6/30/2012**

INSTRUCTIONAL CORRECTIONS TO PRIOR BOARD for 2011-12

1. **Brown, Sandra R - Lake Mary High School, Teacher - 50%, Reason: FROM: Personal Reasons TO: Retired, Termination Effective Date 7/01/2011**
2. **Shaw, Diana Rachel - Sabal Point Elementary School, Teacher, Family and Medical Leave Act, Leave Date 8/09/2011, Expected Return Date FROM: 10/11/2011 TO: 9/10/2011**

***Note: The designation assigned "County Office Miscellaneous" indicates the employee has a contract status of Regular Employee, Continuing Contract, or Professional Services Contract and has been assigned to the district pool for placement.**

Curriculum Revision For 2011/07/25 Thru 2011/08/08

Employee Name	Location
Arb,Maxwell Samuel	CHILES MIDDLE SCHOOL
Beasley,Stephanie H	LAKE ORIENTA ELEMENTARY SCHOOL
Bell,Toshica R	SANFORD MIDDLE SCHOOL
Bouington,Patricia Fuentes	SANFORD MIDDLE SCHOOL
Broksas-Weitnauer,Heidi Christine	SANFORD MIDDLE SCHOOL
Capelle,Sean T	MIDWAY ELEMENTARY SCHOOL
Cazel,Anna Hales	SANFORD MIDDLE SCHOOL
Coleman,Kim Marie	SANFORD MIDDLE SCHOOL
Curcio,Frank D	SANFORD MIDDLE SCHOOL
D'Agostino,Anna	LAKE ORIENTA ELEMENTARY SCHOOL
Darcy Jr,Joseph Franklin	SANFORD MIDDLE SCHOOL
Diaz,Egna E	SANFORD MIDDLE SCHOOL
Dill,Kristin Lynn	LAKE ORIENTA ELEMENTARY SCHOOL
Dombroski,Tracy Ann	SOUTH SEMINOLE MIDDLE SCHOOL
Fletcher,Rina B	SANFORD MIDDLE SCHOOL
Fletcher,Susan Spotts	SANFORD MIDDLE SCHOOL
Giddens,Angela Marie	LAKE ORIENTA ELEMENTARY SCHOOL
Gundal,Karen E	SOUTH SEMINOLE MIDDLE SCHOOL
Hamilton,Kimberly A	INDIAN TRAILS MIDDLE SCHOOL
Harrell,Toni F	MIDWAY ELEMENTARY SCHOOL
Hawkins,Bianca Jene	LAKE ORIENTA ELEMENTARY SCHOOL
Henderson,Lucas R	LAKE ORIENTA ELEMENTARY SCHOOL
Hudson,Joni Lynn	SANFORD MIDDLE SCHOOL
Huff,Melissa Ann	LAKE ORIENTA ELEMENTARY SCHOOL
Irwin Jr.,John W	LYMAN HIGH SCHOOL
Johns,Ashlee R	LAKE ORIENTA ELEMENTARY SCHOOL
Kallin,John Wallace	MILWEE MIDDLE SCHOOL
Karnes,Elizabeth Marie	INDIAN TRAILS MIDDLE SCHOOL
Kelsey,Elizabeth Anne	SANFORD MIDDLE SCHOOL
Knight,Kristina Marie	LAKE ORIENTA ELEMENTARY SCHOOL
Lee,Lorie Ann	ENGLISH ESTATES ELEMENTARY
Lombardi,Jennifer A	LAKE ORIENTA ELEMENTARY SCHOOL
Marquez,Marisol	SANFORD MIDDLE SCHOOL
Massey,Casey Huff	LAKE ORIENTA ELEMENTARY SCHOOL
McCall,Courtney J	SANFORD MIDDLE SCHOOL
Neeb,Krista Lee	LAKE ORIENTA ELEMENTARY SCHOOL
Nolting,Kimberly Ann	STENSTROM ELEMENTARY SCHOOL
Nunez,Linda Lee	LAKE ORIENTA ELEMENTARY SCHOOL
Orozco,Michelle Lee	SOUTH SEMINOLE MIDDLE SCHOOL
Pereira,Lana	MILWEE MIDDLE SCHOOL
Pharis,Karen Noel	SANFORD MIDDLE SCHOOL
Pocius,Elizabeth Anne	MIDWAY ELEMENTARY SCHOOL

Ritchie,Sarah Nicole	SANFORD MIDDLE SCHOOL
Roberts,Misty James	CHILES MIDDLE SCHOOL
Rodd,Lora Lynn	SANFORD MIDDLE SCHOOL
Rosemeyer,Nicole M	SANFORD MIDDLE SCHOOL
Segrest,Erica Lynne	OVIEDO HIGH SCHOOL
Stewart,Keri B	SANFORD MIDDLE SCHOOL
Stickle,Jennifer Daley	MILLENNIUM MIDDLE SCHOOL
Tagye,Molly Kay	LAKE ORIENTA ELEMENTARY SCHOOL
Taricano,Jane Marie	LAKE ORIENTA ELEMENTARY SCHOOL
Tomlinson,Lynn E	LAKE ORIENTA ELEMENTARY SCHOOL
Unterreiner,Carol Anne	MILWEE MIDDLE SCHOOL
Webb,Lynn M	LAKE HOWELL HIGH SCHOOL
Wendorph,Alisa M	SANFORD MIDDLE SCHOOL
Williams,Cathy C	SANFORD MIDDLE SCHOOL
Wojcik,Paul	MILLENNIUM MIDDLE SCHOOL
Woods,Kelly Lynn	SANFORD MIDDLE SCHOOL

Extended Contract-Instruct. For 2011/07/25 Thru 2011/08/08

Employee Name	Location
Allman,Randy L	EDUCATIONAL SUPPORT CENTER
Backel,Michelle Pettit	HAGERTY HIGH SCHOOL
Baker,Laura Kneip	LAKE BRANTLEY HIGH SCHOOL
Boller,Gina Renee	EVANS ELEMENTARY SCHOOL
Boyle,Ellen Michalski	LAKE BRANTLEY HIGH SCHOOL
Broome,Pamela Cox	EDUCATIONAL SUPPORT CENTER
Brown,Melissa Adkins	BENTLEY ELEMENTARY SCHOOL
Bungart,Gary Paul	HAGERTY HIGH SCHOOL
Byrd,Quinnrecus Lamarr	BENTLEY ELEMENTARY SCHOOL
Calderon,Jaime F	BENTLEY ELEMENTARY SCHOOL
Cannon,Daniel Doye	LAKE MARY HIGH SCHOOL
Carita,Martha Ann	LYMAN HIGH SCHOOL
Cashion,Kellie D	SOUTH SEMINOLE MIDDLE SCHOOL
Caulfield,Patricia J	EDUCATIONAL SUPPORT CENTER
Crowell,Ruth Anne Stirk	LYMAN HIGH SCHOOL
Cusick,Veronica Louise	EDUCATIONAL SUPPORT CENTER
Dahl,Kimberly	EDUCATIONAL SUPPORT CENTER
Daniels,Craig Lawrence	LAKE MARY HIGH SCHOOL
Daum,Kimberly Grace	EVANS ELEMENTARY SCHOOL
Davidson,Patricia W	LAKE MARY HIGH SCHOOL
Davila,Rafael Angel	HAGERTY HIGH SCHOOL
Defilippo,Deanna Jean Godfrey	LYMAN HIGH SCHOOL
Dershimer,Michele Lyn	LAKE MARY HIGH SCHOOL
Dooley,Kathy S	EDUCATIONAL SUPPORT CENTER
Duhart,Katisha Shanell	OVIEDO HIGH SCHOOL
Ellis,Carolyn Ilona	LAKE MARY HIGH SCHOOL
Fields,Toni Y	LYMAN HIGH SCHOOL
Fuentez,Teri Lynn June	LYMAN HIGH SCHOOL
Gaudio,Stephanie Anne	LYMAN HIGH SCHOOL
Geiss,Shirley E	EDUCATIONAL SUPPORT CENTER
Getty,Jay R	HAGERTY HIGH SCHOOL
Gillilan,Mary K	LYMAN HIGH SCHOOL
Goldman,Patricia Pajak	GOLDSBORO ELEMENTARY SCHOOL
Gonzalez,Lizette	SOUTH SEMINOLE MIDDLE SCHOOL
Grace,Linion	SOUTH SEMINOLE MIDDLE SCHOOL

Grigley,Winnola	LAKE MARY HIGH SCHOOL
Grimes,Teresa Ann	EDUCATIONAL SUPPORT CENTER
Gustafson,Tracey Renee	GENEVA ELEMENTARY SCHOOL
Hallett-Njuguna,Rachel Ann	EDUCATIONAL SUPPORT CENTER
Head,Crill Harden	EDUCATIONAL SUPPORT CENTER
Hollis-Childress,Anna Lenore	OVIEDO HIGH SCHOOL
Horrell,M Stuart	LAKE BRANTLEY HIGH SCHOOL
Hurtt,Linda A	GOLDSBORO ELEMENTARY SCHOOL
Jackson,Candace Witherspoon	GENEVA ELEMENTARY SCHOOL
Jephson,Leslie C	BENTLEY ELEMENTARY SCHOOL
Jones,Susan Maureen	LYMAN HIGH SCHOOL
Kaesberg,Mary Ann	EDUCATIONAL SUPPORT CENTER
Kimbrough,Scott A	LYMAN HIGH SCHOOL
Kirkman,Ashley Rene	SOUTH SEMINOLE MIDDLE SCHOOL
Lacasse,Nancy Sheehan	EDUCATIONAL SUPPORT CENTER
Lane,Mary F	EDUCATIONAL SUPPORT CENTER
Levenhagen,Lynore J	LYMAN HIGH SCHOOL
Mallory,Christopher Todd	SOUTH SEMINOLE MIDDLE SCHOOL
Marston,Donna Jean	MILWEE MIDDLE SCHOOL
Marteney,Dale Irvin	OVIEDO HIGH SCHOOL
McBryde,Marsha Michelle	WINTER SPRINGS HIGH SCHOOL
McCready,Sandra D	LAKE MARY HIGH SCHOOL
McNeil Jr,James C	EDUCATIONAL SUPPORT CENTER
Miessau,Keith William	LAKE MARY HIGH SCHOOL
Miller,Melanie A	EDUCATIONAL SUPPORT CENTER
Mitchell,Amanda Leann	LAKE MARY HIGH SCHOOL
Moye,David R	LYMAN HIGH SCHOOL
Nardo,Joseph Fred	OVIEDO HIGH SCHOOL
Noll,Donna Christine	SEMINOLE HIGH SCHOOL
Oldakowski,Joseph P	EDUCATIONAL SUPPORT CENTER
Pendergrass,Jean K	EDUCATIONAL SUPPORT CENTER
Peters,Douglas M	LAKE MARY HIGH SCHOOL
Phelps-Elliott,Krista Leigh	ALTAMONTE ELEMENTARY SCHOOL
Pitman,Cynthia B	LYMAN HIGH SCHOOL
Pletzer,Kenneth Eugene	LYMAN HIGH SCHOOL
Plyler,Paul W	LYMAN HIGH SCHOOL
Princehorn,Krystal Nicole	LAKE MARY HIGH SCHOOL
Rios,Lisa G	LYMAN HIGH SCHOOL
Sciaino,Maria	HAGERTY HIGH SCHOOL
Shrader,Sharon S	EDUCATIONAL SUPPORT CENTER
Thompson,Wendy Elizabeth	ENDEAVOR SCHOOL
Toro,Joan Melanie	WINTER SPRINGS HIGH SCHOOL
Vaccaro,Melissa Marie	EVANS ELEMENTARY SCHOOL
Varner,Marty Leanna	EDUCATIONAL SUPPORT CENTER
Vong,Trung Kien	SEMINOLE HIGH SCHOOL
Waisanen,Scott D	OVIEDO HIGH SCHOOL
Walker,Jo A	LYMAN HIGH SCHOOL
Walkotten,Kristen E	EDUCATIONAL SUPPORT CENTER
Walsh,Andrea L	HAGERTY HIGH SCHOOL
Washburn,Robert J	WINTER SPRINGS HIGH SCHOOL
Webb,Lynn M	LAKE HOWELL HIGH SCHOOL
Wells,Anna Katherine	SOUTH SEMINOLE MIDDLE SCHOOL
Wertenberger,Thomas R	LAKE MARY HIGH SCHOOL
Williams,Nicola Marie	OVIEDO HIGH SCHOOL
Wilson,Vera M	WINTER SPRINGS HIGH SCHOOL
Winterstein,Laura Denise	LAKE BRANTLEY HIGH SCHOOL

Summer School - Instructional For 2011/07/25 Thru 2011/08/08

Employee Name	Location
Coleman Jr,Roger B	HAGERTY HIGH SCHOOL
Shalls,Joan D	LYMAN HIGH SCHOOL

EDUCATIONAL SUPPORT PROFESSIONALS RECOMMENDATIONS FOR ACTION AT THE BOARD MEETING ON: 08/23/2011

EDUCATIONAL SUPPORT PROFESSIONALS REAPPOINTMENTS for 2011-12

1. **Abrams, Deirdre Marie - Sabal Point Elementary School, Parapro ESE 188 NT1, AE**
2. **Acree, Romona Deneen - Pine Crest Elementary School, Paraprofessional ESE 188 T1, AE4**
3. **Anderson, Sheryl Elaine - Woodlands Elementary School, Parapro ESE 188 NT1, AE**
4. **Anthony, Suzanne Carol - Bentley Elementary School, Paraprofessional ESE 188 T1, AE4**
5. **Boucicaut, Michelle - Eastbrook Elementary School, Assistant Duty 188 T1 - 33%, AE**
6. **Chevere, Alica Rivera - Teague Middle School, Assistant Data Entry 10, AE**
7. **Dean, Virgina Marie - South Seminole Middle School, Assistant Duty 188 - 33%, AE**
8. **DiPaolo, Norma G - Greenwood Lakes Middle School, Parapro ESE 188 NT1, AE**
9. **Harden, Abigail Tamera - Lake Mary Elementary School, Secretary 196 - 60%, AE**
10. **Miller, Lee Ann - Red Bug Elementary School, Assistant Duty 188 - 40%, AE**
11. **Moeder, Amy Steffee - Eastbrook Elementary School, Paraprofessional - Elem - 188 T1, AE4**
12. **Murray, Sherita Michelle - Bentley Elementary School, Paraprofessional-Elem-188 T1, AE**
13. **Narvaez, Patricia Fanny - Lake Brantley High School, Secretary 196alt, AE**
14. **Paucar, Wellington Javier - Milwee Middle School, Assistant Duty 188 - 33%, AE**
15. **Quinn, Dannie L - Environmental Studies Center, Environmental Studies, Parapro Inst Environ 188 NT1, AE**
16. **Sanford, Theodore B – South Seminole Middle School, Paraprofessional ESE 188 T1, AE**
17 **Shaw, Diane Lynn - Millennium Middle School, Assistant Duty 188 - 40%, AE**
18. **Slogar, Pamela Connolly - Keeth Elementary School, Parapro ESE 188 NT1, AE**
19. **Spataro, Sheree Nixon - Casselberry Elementary School, Exceptional Student Support, Paraprofessional ESE 188 T1, AE**
20. **Van Schaick, Laurie - Casselberry Elementary School, Parapro Media/Inst 188 T1, AE**
21. **Watt, Larry Noble - Eastbrook Elementary School, Assistant Duty 188 T1 - 33%, AE**

EDUCATIONAL SUPPORT PROFESSIONALS APPOINTMENTS for 2011-12

1. **Badillo, Kristin M - Rock Lake Middle School, Parapro Inst Mid - 188 NT1, Position Start Date 8/12/2011**
2. **Carey, James Joseph - Endeavor School, Parapro SED 188 NT1, Position Start Date 8/12/2011**
3. **Cepek, Nancy Anne Behr - Eastbrook Elementary School, Assistant Duty 188 - 33%, Position Start Date 8/12/2011**
4. **Chambers, Karmetta Marie - Jackson Heights Middle School, Assistant Duty 188 - 40%, Position Start Date 8/12/2011**
5. **Cook, Timothy Leroy - Maintenance Operations, Maintenance Helper, Position Start Date 7/05/2011**
6. **Dunlap, Sheila M - Chiles Middle School, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
7. **Estrada, Cristty Vanessa Villazano - Altamonte Elementary School, Exceptional Student Support, Educ Interpreter, Position Start Date 8/09/2011**
8. **Hawkins, Jaimi White - Rock Lake Middle School, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
9. **Marino, William Anthony - Seminole High School, Custodian 11 month - 50%, Position Start Date 7/27/2011**
10. **Masters, Michael Dean - Hagerty High School, Custodian 10 month - 50%, Position Start Date 8/09/2011**
11. **McMaster, Kimberly Jo - Educational Support Center, Esol, Executive Secretary 258, Position Start Date 7/07/2011**

12. **McMurrain, Eunice Maria - Hagerty High School, Secretary 196, Position Start Date 8/09/2011**
13. **Phillips Jr, Eugene W - Jackson Heights Middle School, Assistant Duty 188 - 40%, Position Start Date 8/12/2011**
14. **Rosenfeld, Anita - Pine Crest Elementary School, Exceptional Student Support, Paraprofessional ESE 188 T1, Position Start Date 8/12/2011**
15. **Spurling, Corissa Ann - Lake Mary Elementary School, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
16. **Strutt, Clarita Dominguez - Hopper Center, Paraprofessional SED 188 T1, Position Start Date 8/12/2011**
17. **Webb, Duane G - Educational Support Center, Finance, Specialist 2 Property Account, Position Start Date 7/18/2011**

EDUCATIONAL SUPPORT PROFESSIONALS TRANSFERS AND PROMOTIONS for 2011-12

1. **Ballerino, Anthony Lauren - Greenwood Lakes Middle School, Parapro ESE 188 NT1 TO Lake Mary High School, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
2. **Bass, Rhonda Arnita - Red Bug Elementary School, Custodian 12 month TO Red Bug Elementary School, Custodian Head, Position Start Date 8/25/2011**
3. **Beaver, Jennifer Rene - Longwood Elementary School, Exceptional Student Support, Educ Interpreter 1 TO Altamonte Elementary School, Exceptional Student Support, Educ Interpreter 1, Position Start Date 8/09/2011**
4. **Bey-Boykin, Stacey A - Crooms Academy Of Inform Tech, Exceptional Student Support, Parapro ESE 188 NT1 TO Lyman High School, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
5. **Bihlmayer, Nicole Madeline - Sanford Middle School, Exceptional Student Support, Educ Interpreter 3 TO Crooms Academy Of Inform Tech, Exceptional Student Support, Educ Interpreter 3, Position Start Date 8/09/2011**
6. **Camareno, Maria Elena - Educational Support Center, Information Services, FTE Clerk 12 Mo TO Educational Support Center, Facilities Planning, FTE Clerk 12 Mo, Position Start Date 7/09/2011**
7. **Carter, Jeana Hughes - Longwood Elementary School, Paraprofessional ESE 188 T1 TO Sterling Park Elementary School, Paraprofessional ESE 188 T1, Position Start Date 8/12/2011**
8. **Deavers, Cynthia Karen - Educational Support Center, Information Services, Specialist 1 Adm Computing TO Educational Support Center, Facilities Planning, Specialist 1 Adm Computing, Position Start Date 7/09/2011**
9. **Fogt, Megan Danielle - Longwood Elementary School, Exceptional Student Support, Educ Interpreter TO Lake Mary High School, Exceptional Student Support, Educ Interpreter, Position Start Date 8/09/2011**
10. **Glanton, Sarah F - Milwee Middle School, Custodian 11 month - 33% TO Milwee Middle School, Custodian 11 month - 50%, Position Start Date 7/27/2011**
11. **Harris, Charles A - Bentley Elementary School, County Office Miscellaneous, Parapro ESE 188 NT1 TO Milwee Middle School, Exceptional Student Support, Paraprofessional ESE 188 T1, Position Start Date 8/12/2011**
12. **Henley, Brenda L - Hopper Center, Paraprofessional SED 196 T1 - 100% TO Hopper Center, Paraprofessional SED 196 T1 - 50% and Paraprofessional SEDLab 196 T1 - 50%, Position Start Date 8/09/2011**
13. **Hill, Elizabeth L - Educational Support Center, County Office Miscellaneous, Family/Com Outreach Worker 196 TO Educational Support Center, Special Projects/title 1, Assistant Data Entry 10, Position Start Date 8/09/2011**
14. **Hinsley, Mary Lou - Bentley Elementary School, Secretary 196 - 50% TO Bentley Elementary School, Secretary 196 - 100%, Position Start Date 8/09/2011**

15. **Hoffelder, Susan Rae - Bear Lake Elementary School, Exceptional Student Support, Parapro Instrct Elem - 188 NT1 - 75% TO Bear Lake Elementary School, Parapro ESE 188 NT1 - 100%, Position Start Date 8/12/2011**
16. **Ionadi, Joseph A - Wekiva Elementary School, Custodian 11 mo-223alt - 70% TO Walker Elementary School, Custodian 10 mo-196alt - 50%, Position Start Date 8/02/2011**
17. **Johns, Kathy M - Altamonte Elementary School, Paraprofessional--Elem--188 T1 TO Milwee Middle School, Paraprofessional--Mid--188 T1, Position Start Date 8/12/2011**
18. **Lawrence, Donald Steven - Hagerty High School, Custodian 10 month TO Hagerty High School, Custodian 11 month, Position Start Date 7/27/2011**
19. **Lyons, Deborah K - Educational Support Center, Information Services, FTE Clerk 12 Mo TO Educational Support Center, Facilities Planning, FTE Clerk 12 Mo, Position Start Date 7/09/2011**
20. **McMiller, Patricia A - Longwood Elementary School, Exceptional Student Support, Educ Interpreter TO Crystal Lake Elementary School, Exceptional Student Support, Educ Interpreter, Position Start Date 8/09/2011**
21. **Pagan, Josephine - South Seminole Middle School, Secretary 196alt TO South Seminole Middle School, Bookkeeper 11 mo-223alt, Position Start Date 7/21/2011**
22. **Pegel, John Peter - Red Bug Elementary School, Custodian Head TO Lawton Elementary School, Custodian Head, Position Start Date 7/23/2011**
23. **Pickett, Mitchell A - Jackson Heights Middle School, County Office Miscellaneous, School Security Officer 188 TO Winter Springs High School, School Security Officer 188, Position Start Date 8/12/2011**
24. **Rose, Rosemarie - Lake Brantley High School, Parapro ESE 188 NT1 TO Sabal Point Elementary School, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
25. **Sheppard, Annmarie Nicole - Evans Elementary School, FTE Clerk 12 Mo TO Altamonte Elementary School, FTE Clerk 12 Mo, Position Start Date 7/30/2011**
26. **Smith, Joyce Lee - Woodlands Elementary School, Parapro ESE 196 NT1 TO Oviedo High School, Parapro ESE 196 NT1, Position Start Date 8/09/2011**
27. **Sowers, Selina L - Forest City Elementary School, Paraprofessional ESE 188 T1 TO Forest City Elementary School, Paraprofessional--Elem--188 T1, Position Start Date 8/12/2011**
28. **Tello, Edna R - Layer Elementary School, Secretary 196alt TO Layer Elementary School, Secretary 258, Position Start Date 7/01/2011**
29. **Thomas, Camille Bianca - Transportation Services, Bus Driver 8 Hour - 100% TO Journeys Academy, Secretary 196alt - 90%, Position Start Date 8/02/2011**
30. **Tucker, Stephanie Lynn - Chiles Middle School, Exceptional Student Support, Educ Interpreter 1 TO Hagerty High School, Exceptional Student Support, Educ Interpreter 1, Position Start Date 8/09/2011**
31. **Washington Sr., Alfred Dennis - Hamilton Elementary School, Custodian 10 month - 43% TO Wilson Elementary School, Custodian 10 mo-196alt - 60%, Position Start Date 8/02/2011**
32. **Wheatley, Karen L - Lake Brantley High School, Parapro ESE 188 NT1 TO Lake Brantley High School, Secretary 196, Position Start Date 8/09/2011**
33. **White, Karen Hydes - Altamonte Elementary School, Assistant Data Entry 11 TO Altamonte Elementary School, Secretary 196, Position Start Date 8/09/2011**
34. **Williams, Cedric J – Bentley Elementary School, Custodian 11 mo-223alt – 50% TO Bentley Elementary School, Custodian 11 mo-223alt – 100%, Position Start Date 7/21/2011**

EDUCATIONAL SUPPORT PROFESSIONALS REQUEST FOR LEAVE OF ABSENCE for 2011-12

1. **Maniatis, Nicholas - Transportation Services, Bus Driver 7 Hour, Extend Sick Leave without Pay, Leave Date 8/15/2011, Expected Return Date 1/07/2012**

EDUCATIONAL SUPPORT PROFESSIONALS TERMINATIONS AND RESIGNATIONS for 2011-12

1. **Brown, Anita L - Eastbrook Elementary School, Custodian Head, Reason: Retired, Termination Effective Date 8/13/2011**
2. **Bush, Joy M - Goldsboro Elementary School, Paraprofessional--Elem--196 T1, Reason: Retired, Termination Effective Date 9/01/2011**

EDUCATIONAL SUPPORT PROFESSIONALS TERMINATIONS AND RESIGNATIONS for 2010-11

1. **Albury, Rebecca Lu - Sabal Point Elementary School, Parapro ESE 188 NT1, Reason: Personal Reasons, Termination Effective Date 6/03/2011**
2. **Henderson, Dora L - Wilson Elementary School, Parapro ESE 188 NT1, Reason: Personal Reasons, Termination Effective Date 6/03/2011**
3. **James, Ella Mae - Transportation Services, Bus Driver 8 Hour, Reason: Personal Reasons, Termination Effective Date 6/02/2011**

EDUCATIONAL SUPPORT PROFESSIONAL CORRECTIONS TO PRIOR BOARD for 2011-12

1. **Cartagena, Fernando F - Transportation Services, Bus Driver 8 hour, Reason: FROM: Personal Reasons, TO: Retired, Termination Effective Date 6/02/2011**

EDUCATIONAL SUPPORT PROFESSIONALS RECOMMENDATIONS FOR ACTION AT THE BOARD MEETING ON: 08/23/2011

EDUCATIONAL SUPPORT PROFESSIONALS REAPPOINTMENTS for 2011-12

1. **Armstrong, Teresa Howard - English Estates Elementary School, Assistant Duty 188 - 27%, AE**
2. **Baker, Lorena R - Midway Elementary School, Paraprofessional ESE 188 T1, AE**
3. **Chick-Wertz, Carolyn C - Environmental Studies Center, Parapro Inst Environ 188 NT1, 1st Year RE**
4. **Colon-Santos, Nilda - Wekiva Elementary School, Exceptional Student Support, Parapro ESE 188 NT1, AE**
5. **Flores, Jennifer Magaly - Exceptional Student Support, Wilson Elementary School, Parapro Instrct Elem – 188 NT1, AE**
6. **Gramkow, Joan Kay - Crystal Lake Elementary School, Assistant Data Entry 11 - 223alt, AE**
7. **Jayakumar, Erin Elizabeth - Forest City Elementary School, Paraprofessional ESE 188 T1, AE**
8. **Lee-Fulp, Susannah Elizabeth - English Estates Elementary School, Assistant Duty 188 - 27%, AE**
9. **Lupo, Mary A - Woodlands Elementary School, Parapro Instruct Elem 188 NT1, AE**
10. **Morales, Clara Ines - English Estates Elementary School, Assistant Duty 188 - 27%, AE**
11. **Rivera, Wanda - English Estates Elementary School, Assistant Duty 188 - 27%, AE**
12. **Trawick Mary Susan – Wekiva Elementary School, Parapro ESE 188 NT1, AE**

EDUCATIONAL SUPPORT PROFESSIONALS APPOINTMENTS for 2011-12

1. **Abreu, Odennys Padron – Hagerty High School, Custodian 10 month, Position Start 8/09/2011**
2. **Bailey, Lynne Marie - Heathrow Elementary School, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
3. **Bennett, Addist Lavonne - Midway Elementary School, Custodian 10 month - 75%, Position Start Date 8/09/2011**
4. **Cunningham, Maxine Patricia - Goldsboro Elementary School, Exceptional Student Support, Paraprofessional--Elem--188 T1, Position Start Date 8/12/2011**
5. **Dixon, Nora C - Layer Elementary School, Paraprofessional ESE 188 T1, Position Start Date 8/12/2011**
6. **Flores, Lourdes Vega - Hagerty High School, Custodian 10 month, Position Start Date 8/09/2011**
7. **Forbes, Brooke Mc Namara - Eastbrook Elementary School, Exceptional Student Support, Educ Interpreter, Position Start Date 8/09/2011**
8. **Ghazi, Deborah Ann - Lake Mary High School, Food Service, FS Employee 189/7, Position Start Date 8/11/2011**
9. **Harris, Michele D - Crooms Academy Of Inform Tech, Assistant Technical 188, Position Start Date 8/12/2011**
10. **Heyligar, Coleen Kay - Endeavor School, Parapro SED 188 NT1, Position Start Date 8/12/2011**
11. **Lewis, Jory Taylor - Lake Mary High School, Food Service, FS Employee 189/7, Position Start Date 8/11/2011**
12. **Rodriguez, Joanne Estela - Educational Support Center, Food Service, FS Assistant Manager 189/7, Position Start Date 8/11/2011**
13. **Wells, Jessica Marie - Layer Elementary School, Assistant Technical 188 – 50% and Paraprofessional--Elem--188 T1 - 50%, Position Start Date 8/12/2011**
14. **Zimmerman, Grace C - Layer Elementary School, Assistant Clinic 188, Position Start Date 8/12/2011**

EDUCATIONAL SUPPORT PROFESSIONALS TRANSFERS AND PROMOTIONS for 2011-12

1. **Acevedo, Haydee Perez - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
2. **Arnold, Carolyn E - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
3. **Ault Jr, Lancelot - Lyman High School, Exceptional Student Support, Parapro ESE 188 NT1 TO Eastbrook Elementary School, Paraprofessional--Elem--188 T1, Position Start Date 8/12/2011**
4. **Barry, Mary Jane - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
5. **Bernardi, Judy - Winter Springs High School, FTE Clerk 10 Mo TO Winter Springs High School, Secretary 196, Position Start Date 8/09/2011**
6. **Boone, William J - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
7. **Brantley, Bridgette L - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
8. **Brethouwer, Erin Ellis - Casselberry Elementary School, Pre-kindergarten, Parapro Pre-K/EE 188 NT1 TO Casselberry Elementary School, Pre-kindergarten, Facilitator PreK/Nrsy Lead NoD, Position Start Date 8/09/2011**
9. **Brown, Dorothy Mae - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
10. **Burkhalter, William Joe - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
11. **Burnett, Beverley Undine - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
12. **Byrd, Stewart L - Eastbrook Elementary School, Custodian 12 month TO Eastbrook Elementary School, Custodian Head, Position Start Date 8/13/2011**
13. **Camacho, Maribel Bonilla - Stenstrom Elementary School, Custodian 11 mo-223alt - 75% TO Stenstrom Elementary School, Custodian 11 mo-223alt - 100%, Position Start Date 7/21/2011**
14. **Cancel, Ramonita - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
15. **Carpenter, Carmin Rae - Longwood Elementary School, Exceptional Student Support, Educ Interpreter TO Altamonte Elementary School, Exceptional Student Support, Educ Interpreter, Position Start Date 8/09/2011**
16. **Carter, Jeana Hughes - Sterling Park Elementary School, Paraprofessional ESE 188 T1 TO Crooms Academy Of Inform Tech, Exceptional Student Support, Parapro ESE 188 NT1, Position Start Date 8/12/2011**
17. **Castillo, Espthanlerd Esbrid - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
18. **Castro, Milagros Vazquez - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
19. **Chapman, Kevin - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
20. **Conner, Christine - Educational Support Center, County Office Miscellaneous, Secretary 196 TO Heathrow Elementary School, Parapro Instrct Elem - 188 NT1, Position Start Date 8/12/2011**
21. **Copeland, Neville Earle - Transportation Services, Bus Monitor 8 Hour TO Transportation Services, Bus Monitor 7 Hour, Position Start Date 8/15/2011**
22. **Cowell, Tracy A - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**
23. **Crosby, Sue A - Chiles Middle School, Food Service, FS Employee 189/8 - 50% TO Stenstrom Elementary School, Food Service, FS Employee 189/8 - 50%, Position Start Date 8/11/2011**
24. **Cruz, Javier Enrique - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011**

25. Cunningham, Debra Kay - Lake Mary High School, Food Service, FS Assistant Manager 189/8 TO Lake Orienta Elementary School, Food Service, FS Assistant 189/7, Position Start Date 8/11/2011
26. Dean, Virginia Marie - South Seminole Middle School, Assistant Duty 188 - 33% TO Teague Middle School, Parapro Inst Mid - 188 NT1 - 100%, Position Start Date 8/12/2011
27. Dell, Shawn Marie - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
28. Dennis, Susan Lee - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
29. Dubique, Joseph Felder - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
30. Duhart, Charles Edward - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
31. Escalera III, Alfredo - Transportation Services, Mechanic Vehicle TO Transportation Services, Bus Mechanic Chief, Position Start Date 8/08/2011
32. Feliciano, Carmen M - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
33. Feliciano, Veneranda - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
34. Flores, Zoraida Velez - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
35. Florio, Lisa A - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
36. Freeman, Erin Marie - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
37. Freeney, Shannon - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
38. Glover, Ebony Antionette - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
39. Gonzalez, Edwin - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
40. Gorman, Juanita M - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
41. Haas, William Marshal - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
42. Heller, Shelley R - Evans Elementary School, Assistant Data Entry 12 TO Evans Elementary School, FTE Clerk 12 Mo, Position Start Date 8/03/2011
43. Hooks, Roy L - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
44. Ionadi, Joseph A - Walker Elementary School, Custodian 10 mo-196alt - 50% TO Walker Elementary School, Custodian 10 mo-196alt - 65%, Position Start Date 8/02/2011
45. Johnson, Quencena M - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
46. Johnson, Rosilyn Thomas - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
47. Kinscy, Angela Anita - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
48. Kunovic, Thomas Mathew - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
49. Lambert, Valerie E - Crooms Academy Of Inform Tech, Assistant Duty 196 - 100% TO Crooms Academy Of Inform Tech, Assistant Duty 196 - 73% and Bentley Elementary School, Assistant Duty 196 - 27%, Position Start Date 8/09/2011
50. Lazar, Christina A - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
51. Lorenzo, Carlos I Marrero - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011

52. Mader, Deborah L - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
53. Marquez, Joel Rodriguez - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
54. Mendoza, Diana Emilia - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
55. Metzger, Michael Louis - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
56. Miller, Debbie Riddell - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
57. Miller, Ladonna - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
58. Moon, Melinda M - Lawton Elementary School, FTE Clerk 12 Mo - 90% TO Lawton Elementary School, FTE Clerk 12 Mo - 100%, Position Start Date 7/30/2011
59. Moore, Howard Dan - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
60. Moore, Phyllis T - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
61. Nasr, Mary L - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
62. Negoro, Yoichi Dennis - Educational Support Center, Information Services, Network Special School/Sector TO Educational Support Center, Information Services, Specialist Network Operations, Position Start Date 8/08/2011
63. Nilan, Kathleen - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
64. Nin, Joanne - Educational Support Center, Information Services, Specialist App Software TO Milwee Middle School, FTE Clerk 12 Mo, Position Start Date 7/25/2011
65. O'Neal, Regina Renee - Bentley Elementary School, Exceptional Student Support, Parapro ESE 188 NT1 TO Bentley Elementary School, Exceptional Student Support, Paraprofessional ESE 188 T1, Position Start Date 8/12/2011
66. Owens, Edith L - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
67. Pabon, Jessica - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
68. Paslay, John Allen - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
69. Perez, Dolores - English Estates Elementary, County Office Miscellaneous, Secretary 196 TO Milwee Middle School, Secretary 196, Position Start Date 8/09/2011
70. Plumlee, Linda C - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
71. Posley, Hazel Dawson - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
72. Price Jr, Robert Anthony - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
73 Reyes, Amaury Antonio Mejia - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
74. Reynolds, Keith A - Transportation Services, Mechanic Vehicle TO Transportation Services, Bus Mechanic Chief, Position Start Date 8/08/2011
75. Rios, Dalila - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
76. Rivera, Miguel Antonio - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
77. Rolle, Andrew S - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
78. Roysum, Cynthia Flores - Indian Trails Middle School, Assistant Technical 188 - 68% TO Indian Trails Middle School, Assistant Technical 188 - 100%, Position Start Date 8/12/2011

79. Sanders, Natasha Y - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
80. Sandoval, Andyara - Lake Brantley High School, Parapro ESE 188 NT1 TO Sabal Point Elementary School, Parapro ESE 188 NT1, Position Start Date 8/12/2011
81. Santos, Iris - Eastbrook Elementary School, Exceptional Student Support, Parapro Instrct Elem - 188 NT1 TO Eastbrook Elementary School, Exceptional Student Support, Paraprofessional--Elem--188 T1, Position Start Date 8/12/2011
82. Santos, Martin A - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
83. Scott, Lorrie L - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
84. Seise-Closs, Vanessa M - Bentley Elementary School, Exceptional Student Support, Parapro ESE 188 NT1 TO Bentley Elementary School, Exceptional Student Support, Paraprofessional ESE 188 T1, Position Start Date 8/12/2011
85. St Hilaire, David - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
86. Tincher, Grace A - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
87. Torres, David Encarnacion - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
88. Torres, Emoy A - Eastbrook Elementary School, Exceptional Student Support, Parapro ESE 188 NT1 TO Eastbrook Elementary School, Exceptional Student Support, Paraprofessional ESE 188 T1, Position Start Date 8/12/2011
89. Ullman, Theresa J - Hamilton Elementary School, Exceptional Student Support, Paraprofessional ESE 188 T1 TO Hamilton Elementary School, Exceptional Student Support, Paraprofessional--Elem--188 T1, Position Start Date 8/12/2011
90. Walker, Twanna - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
91. Ward, Catherine Eileen - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
92. Wegner, Robert D - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
93. Wentworth, Annerose B - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
94. Werley, Alison Joy - Sabal Point Elementary School, County Office Miscellaneous, Secretary 196 TO Milwee Middle School, Secretary 196, Position Start Date 8/09/2011
95. Wesley, Little Obbie - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011
96. Williamson, Bonnie L - Transportation Services, Bus Driver 8 Hour TO Transportation Services, Bus Driver 7 Hour, Position Start Date 8/15/2011

EDUCATIONAL SUPPORT PROFESSIONALS REQUESTS FOR LEAVE OF ABSENCE for 2011-12

1. Darlin, Richard Lee - Lake Howell High School, Maintenance Operations, Maintenance Mechanic, Extend Sick Leave with pay, Leave Date 7/16/2011, Expected Return Date 9/17/2011
2. De Los Santos, Yara Sofia - Lake Howell High School, Secretary 223, Extend Sick Leave with pay, Leave Date 7/27/2011, Expected Return Date 8/25/2011
3. De Los Santos, Yara Sofia - Lake Howell High School, Secretary 223, Family and Medical Leave Act, Leave Date 8/26/2011, Expected Return Date 11/19/2011
4. Egan, Jodi Lynn – Detention Center, Assistant Data Entry 12, Personal Leave without Pay, Leave Date 8/12/2011, Expected Return Date 6/30/2012
5. Garcia, Ruperta Perez - Tuskawilla Middle School, Food Service, FS Employee 189/5, Personal Leave without Pay, Leave Date 8/11/2011, Expected Return Date 5/31/2012
6. Gorman, Joseph H – Maintenance Operations, Maintenance Mechanic, Family and Medical Leave Act, Leave Date 7/23/2011, Expected Return Date 9/03/2011

7. **Hamilton, Robert L - Oviedo High School, Custodian Plant Maintenance, Extend Sick Leave with pay, Leave Date 7/13/2011, Expected Return Date 7/20/2011**
8. **Hamilton, Robert L - Oviedo High School, Custodian Plant Maintenance, Vac For Sick Leave Purposes, Leave Date 7/21/2011, Expected Return Date 9/08/2011**
9. **Hamilton, Robert L - Oviedo High School, Custodian Plant Maintenance, Extend Sick Leave with pay, Leave Date 9/09/2011, Expected Return Date 9/12/2011**
10. **Hamilton, Robert L - Oviedo High School, Custodian Plant Maintenance, Vacation Prior to FML/SLB, Leave Date 9/13/2011, Expected Return Date 9/16/2011**
11. **Hamilton, Robert L - Oviedo High School, Custodian Plant Maintenance, Family and Medical Leave Act, Leave Date 9/17/2011, Expected Return Date 10/14/2011**
12. **Haws, Angela A - Hopper Center, Paraprofessional SED 196 T1, Family and Medical Leave Act, Leave Date 8/09/2011, Expected Return Date 9/10/2011**
13. **Krull, Suzanne M - Indian Trails Middle School, Secretary 196, Personal Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**
14. **MacPherson, Sandra A - Heathrow Elementary School, Exceptional Student Support, Parapro Instrct Elem - 188 NT1, Personal Leave without Pay, Leave Date 8/12/2011, Expected Return Date 5/31/2012**
15. **Monroe, Thrisa Howard - Lake Brantley High School, Custodian 10 month, Extend Sick Leave without Pay, Leave Date 8/09/2011, Expected Return Date 6/01/2012**
16. **Williams, Angela Denece - Lyman High School, Parapro ESE 188 NT1, Extend Sick Leave without Pay, Leave Date 8/12/2011, Expected Return Date 9/23/2011**

EDUCATIONAL SUPPORT PROFESSIONALS TERMINATIONS AND RESIGNATIONS for 2011-12

1. **Donato, Lynda C - Educational Support Center, Alternative Education, Executive Secretary 258, Reason: Retired, Termination Effective Date 9/01/2011**
2. **Homan, Sandra E - Educational Support Center, Instruct Excellence & Equity, Executive Secretary 258, Reason: Retired, Termination Effective Date 10/01/2011**
3. **Moss, Joanna Lorino - Altamonte Elementary School, Paraprofessional--Elem--188 T1 - 50%, Reason: Retired, Termination Effective Date 7/01/2011**
4. **Piett, Gregory Bernard - Sabal Point Elementary School, Custodian Head, Termination, Reason: Inability to perform duties due to conditions of probation, Termination Effective Date 8/24/2011**

EDUCATIONAL SUPPORT PROFESSIONALS TERMINATIONS AND RESIGNATIONS for 2010-11

1. **Collazo, Myrtha Enid - Lawton Elementary School, Assistant Data Entry 10 - 93%, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
2. **Escobar, Diana Patricia - Highlands Elementary School, Food Service, FS Assistant 189/7.5, Reason: Personal Reasons, Termination Effective Date 6/03/2011**
3. **Feliciano, Maria De Los Angeles - South Seminole Middle School, Assistant Clinic 188, Reason: Resig for employ outside educa, Termination Effective Date 6/03/2011**
4. **Frasqueri, Maria S - Winter Springs High School, Secretary 196, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
5. **Lozano, Carlos Humberto - Transportation Services, Bus Driver 8 Hour, Reason: Resig for employ outside educa, Termination Effective Date 6/02/2011**
6. **Muzzone-Rivera, Angela Tracy - Partin Elementary School, Custodian 10 month - 66%, Reason: Personal Reasons, Termination Effective Date 6/04/2011**
7. **Saucer, Lianne Marie - Heathrow Elementary School, Parapro Instrct Elem - 188 NT1 - 94%, Reason: Personal Reasons, Termination Effective Date 6/03/2011**
8. **White, Karen Hydes - Altamonte Elementary School, Assistant Data Entry 10, Reason: Personal Reasons, Termination Effective Date 6/04/2011**

EDUCATIONAL SUPPORT PROFESSIONALS CORRECTIONS TO PRIOR BOARD ACTION for 2011-12

1. Lee-Davis, Hattie Jean - Winter Springs High School, Custodian 12 month, Reason: Personal Reasons, Termination Effective Date FROM: 7/29/2011 TO: 7/30/2011
2. Mayer, Armand Henri - Transportation Services, Bus Driver 7 Hour, Reason: FROM: Personal TO: Retired, Termination Effective Date 6/02/2011

TEMPORARY DUTY OUT-OF-STATE LEAVE REQUEST FOR THE BOARD MEETING ON 08/23/2011

FOR INFORMATION/TEMPORARY DUTY OUT-OF-STATE LEAVE REQUEST FOR 2011-12

1. **Harrell, Toni F - Midway Elementary School, Reading Coach - 50% and Teacher, Other - 50%, Temporary Duty to attend the Success For All Foundation New Leaders Conference in Hunt Valley, Maryland, Leave Date 9/25/2011, Return from Leave Date 9/30/2011 (Funded by Title 1)**
2. **Johnson, Niketh Marshala - Midway Elementary School, Assistant Principal Elem 11 mo, Temporary Duty to attend the Success For All Foundation New Leaders Conference in Hunt Valley, Maryland, Leave Date 9/25/2011, Return from Leave Date 9/30/2011 (Funded by Title 1)**
3. **Miller, Fannie E - Midway Elementary School, Teacher, Other, Temporary Duty to attend the Success For All Foundation New Leaders Conference in Hunt Valley, Maryland, Leave Date 9/25/2011, Return from Leave Date 9/30/2011 (Funded by Title 1)**
4. **Simmons, Patricia Lodge - Oviedo High School, Teacher, Temporary Duty to attend the Advanced Placement Board Consultant training in Differentiated Instruction in Broken Arrow, Oklahoma, Leave Date 8/24/2011, Return from Leave Date 8/24/2011 (No Reimbursement Requested**
5. **Turner, Gregory A - Hamilton Elementary School, Principal Elementary 12 mo, Temporary Duty to attend the Success For All Foundation New Leaders Conference in Hunt Valley, Maryland, Leave Date 9/26/2011, Return from Leave Date 9/30/2011 (Funded by Title 1)**

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **JOB DESCRIPTION REVISION - EXECUTIVE DIRECTOR, THE FOUNDATION FOR SEMINOLE COUNTY PUBLIC SCHOOLS**

IV.F.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the revised job description for Executive Director, The Foundation for Seminole County Public Schools.

2. Background/Analysis:

The revisions reflected within the attached job description for the position of Executive Director, The Foundation for Seminole County Public Schools will better reflect the actual performance responsibilities aligned with the position.

3. Fiscal Impact:

There is no fiscal impact to the District at this time.

4. Prepared by: Ron Pinnell
Exec. Director of Human Resources & Professional Standards

5. Board Meeting Date 8/23/11

Attachment(s): Job Description
Supporting information not in agenda book: None
Materials for signature: None

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

Position/Job Description

EXECUTIVE DIRECTOR, The Foundation for Seminole County Public Schools

QUALIFICATIONS

- Bachelor's degree required. Master's Degree with specialization in Business Administration, School Administration, Marketing, or a business related field preferred.
- Minimum of five (5) years work experience within the non-profit sector in a fundraising capacity preferred.
- Experience in a senior leadership capacity within a public school system or university environment preferred.

KNOWLEDGE, SKILLS, ABILITIES

- Proven and demonstrable skills in fundraising as it relates to current and perspective donor research.
- Outstanding interpersonal and communication skills.
- The ability to inspire, represent and connect with citizens and community stakeholders.
- Effective leadership, management and planning skills.
- Excellent presentation skills.
- ~~Demonstrated skill in fund-raising, marketing and communications.~~
- ~~Familiarity with Central Florida area preferred.~~
- ~~Demonstrated ability to effectively communicate both orally and in writing.~~
- Knowledge of current computing technologies and management practices appropriates to the position's job ~~responsibilities~~ requirements.

SUPERVISION

REPORTS TO ~~Director of Community Involvement~~ Deputy Superintendent, Operations / The Foundation Board

SUPERVISES ~~Secretary to the Foundation for Seminole County Public Schools, Coordinator for Take Stock in Children, other assigned personnel~~ Assigned Personnel

POSITION GOAL

~~To direct and coordinate the activities of The Foundation for Seminole County Public Schools. To establish a responsive working relationship between the community and Seminole County Public Schools and link the community's resources to the education process.~~ To provide leadership and direction for all activities of The Foundation for Seminole County Public Schools as it relates to fundraising, strategy and management of the organizational needs.

PERFORMANCE RESPONSIBILITIES

1. ~~* Implement all Foundation policies and programs aimed at enhancing student achievement.~~
2. ~~* Develops and implements strategies to secure resources needed to support Foundation programs and initiatives.~~
3. ~~* Manages Foundation operations, including relations with the school district, sponsors, other public and private partners committed to enhancing student achievement, the media and the public at large.~~
4. ~~* Assures all Foundations activities comply with the law, School Board policy, and all financial and management standards set by the Foundation Board.~~
5. ~~* Conducts oneself in a manner consistent with the Foundation's goals and ethical standards.~~
6. * Establish and maintain cooperative relationships with representatives of the corporate community, public interest groups and individuals with the goal of expanding the agency's reach and influence.
7. * Serve as the Chief Development Officer for all fundraising.
8. * Promote the Foundation's mission at all functions, events and public appearances.
9. * Manage and lead current and new fundraising activities that result in the identification, cultivation, solicitation and stewardship of existing and new donors.

10. * Develop and implement fiscally sound strategies to ensure the agency meets its annual fundraising goals.
11. * In conjunction with the Board of Directors, develop and execute a strategic plan designed to meet the annual and long term objectives of the Foundation.
12. * Oversee the organization's day to day activities, operations, programs and committees.
13. * Manage Foundation staff including participating in hiring and performance evaluation.
14. * Ensure on-going communication with the Foundation Board, staff and key stakeholders including required reporting of specific fundraising and tallies.
15. * Ensure all Foundation activities comply with the law, School Board policy, Foundation bi-laws and generally accepted financial and management standards.
16. Perform other duties/tasks consistent with the goals/objectives of this position as assigned. ~~by the Foundation Board~~.

**Denotes essential job function/ADA*

EQUIPMENT / MATERIALS

Standard Office Equipment

PHYSICAL REQUIREMENTS

Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY

Sitting	Resting with the body supported by the buttocks or thighs.
Standing	Assuming an upright position on the feet particularly for sustained periods of time.
Walking	Moving about on foot to accomplish tasks, particularly for long distances.
Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
Hearing Acuity	The ability to perceive speech and other environmental sounds at normal loudness levels.
Visual Acuity	The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

WORKING CONDITIONS

Outdoors	The worker is subject to outside environmental conditions. There is no effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.

TERMS OF EMPLOYMENT

PAY GRADE
AO-04-D $66,766 - $102,418
District Salary Schedule

Months	12
Annual Days	258
Weekly Hours	37.5
Annual Hours	1935.0

POSITION CODES

PeopleSoft Position	TBA
Personnel Category	2
EEO-5 Line	6
Function	9100
Job Code	1329
Survey Code	91005

FLSA
☐ Applicable
☒ Not applicable

BOARD APPROVED
Previous Approval Date December 14, 2004
August 13, 2002

ADA Information Provided by ~~Tina Calderone~~ Ron Pinnell
Position Description Prepared by ~~John Reichert~~ Ron Pinnell

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **MEMORANDUM OF AGREEMENT: WITH CITRUS COUNTY: SEMINOLE VIRTUAL INSTRUCTION PROGRAM**

IV.G.
Item Number

1. Superintendent's Recommendation:
That the School Board of Seminole County approve the Memorandum of Agreement: Enrollment of Citrus County School District Students in the Seminole School District K12 Virtual Instruction Program

2. Background/Analysis:
On July 25, 2011, the SCPS Director of Instructional Technology was contacted by the virtual school contact for Citrus County School District (CCSD) regarding a request for Kindergarten through grade eleven Citrus County students to participate in the Seminole Virtual Instruction Program (SVIP). At the time of the request, approximately 60 K-11 CCSD students indicated an interest to enroll in SVIP.

According to Florida Statute, 1002.45 (1)(c)3, a school district may enter into an agreement with other school districts to allow the participation of its students in an approved virtual instruction program provided by the other school district.

As detailed in the Memorandum of Agreement, participating Citrus County students will remain enrolled in the Citrus County School District as the District of Enrollment and enrolled in the SVIP as the District of Instruction. FTE shall be reported by the Seminole County School District in school 7001.

All state assessments will be administered by the Citrus County School District and the state assessment scores are attributed to the K12 contracted vendor, not Seminole County Public Schools. The benefit to the district is the ability to claim the FTE funding for the district.

3. Fiscal Impact:
The district will earn approximately $1,000/FTE for each Citrus County School District student enrolled in the Seminole Virtual Instruction Program (SVIP) – Cost Center 7001.

4. Prepared by: Anna-Marie Cote, Ed.D.
Deputy Superintendent, Instructional Excellence and Equity
Ned N. Julian, Jr. Esq.
Executive Director, Legal Services
Diane Lewis
Director, Instructional Technology

5. Board Meeting Date 8/23/11

Attachment(s): None
Back-up not in agenda book: Memorandum of Agreement: Enrollment of Citrus County School District Students in the Seminole School District K12 Virtual Instructional Program
Materials for signature: None

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **BARBARA BUSH FOUNDATION FOR FAMILY LITERACY GRANT**

IV.H.
Item Number

1. Superintendent's Recommendation:
That the School Board of Seminole County approve the submission of an application to the 2012 National Grant Competition through the Barbara Bush Foundation for Family Literacy.

2. Background/Analysis:
The district has an opportunity to apply for the 2012 National Grant Competition through the Barbara Bush Foundation for Family Literacy to develop or expand projects to support development of literacy skills for adult primary caregivers and children. The grant program supports literacy projects which are aimed at children (ages 0-7) and adults.

The proposed project is focused on the acquisition of literacy skills for low-income, at-risk students in select primary grades (K-1) by improving parental knowledge and involvement in literacy development. The goals of the project are to: (1) support family literacy development by providing literacy education workshops to parents/guardians of students identified as at-risk; (2) improve literacy skills (adult and early learning) in participants; and (3) provide access to books and opportunities for parent-child interaction through literacy development activities. Funding for the project will support a part-time project manager, workshop facilitators, workshop materials and supplies, reading materials for participants, and classroom resources.

A copy of the grant application is available in the Resource Development office.

3. Fiscal Impact:
If awarded, this grant will bring approximately $65,000 to the district in FY2012/13.

4. Prepared by: Dr. Anna-Marie Cote
Deputy Superintendent Instructional Excellence & Equity
Jamee Minnetto
Coordinator, Resource Development
Attachment(s): None
Back-up not in agenda book: Executive Summary
Materials for signature: None

5. Board Meeting Date 8/23/11

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **FULL SERVICE SCHOOL GRANT** **IV.I.**

Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approves the Full Service School Grant for the 2011-2012 school year.

2. Background/Analysis:

The contract represents flow through money from the Florida Department of Health through the Seminole County Public Schools for the Full Service Schools. The Seminole County Public Schools subcontracts with the Seminole Community Mental Health Center, Inc. d/b/a Seminole Behavioral Healthcare for counseling, medical and/or physician services at the ten full service schools: Altamonte Elementary, Geneva Elementary, Hamilton Elementary, Midway Elementary, Pine Crest Elementary, Millennium Middle School, Milwee Middle School, Sanford Middle School, Lyman High School and Seminole High School. This money also pays for clinic assistants at Sanford Middle and Millennium Middle.

3. Fiscal Impact:

There is no fiscal impact to the District associated with this action.

4. Prepared by: Tom McDowell
Executive Director of Exceptional Student Support Services

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting information not in agenda book: Full Service School Grant
Materials for signature: Full Service School Grant

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **MONTHLY FINANCIAL STATEMENT FOR THE MONTH OF MAY- JUNE 2011**

IV.J.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the Monthly Financial Statement for the period beginning May 1, 2011 and ending June 30, 2011 as presented.

2. Background/Analysis:

State Board Rule 6A-1008 requires that a Monthly Financial Statement be submitted to the board in a form prescribed by the board.

3. Fiscal Impact:

The expenditures for the year are within budget allocations. The unreserved fund balance at June 30, 2011 is estimated to be approximately $30.7 million (7.3%) for the General Fund.

4. Prepared by: John G. Pavelchak
Exec. Director of Finance and Budgeting
Paul Fitzgerald, Accountant II

5. Board Meeting Date 08/23/11

Attachment(s): None
Supporting Information not in agenda book: Monthly Financial Statement, Executive Summary
Materials for signature: Monthly Financial Statement for May-June 2011

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **BUDGET AMENDMENTS 93 THROUGH 103** **IV.K.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve Budget Amendment Numbers 93 through 103 as presented.

2. Background/Analysis:

State Board of Education Rule 6A-1.006, requires that the School Board approve budget amendments whenever the amounts in the budgetary accounts are changed from the original budget.

The budget amendments for each fund reflect the following types of activity:

New Revenues: These are included in order to budget revenues, which were not anticipated at the time of the original budget. This category normally includes state and federal grants, insurance recoveries, and other miscellaneous revenues.

Routine transfer of funds between budgeted accounts: These are transfers between accounts made by the various cost centers. These are included in the budget amendments in order to comply with the State Board of Education Rule requiring budget amendments for any changes in the function and object amounts. This necessitates that budget amendments be made at the lowest line item level of the budget. As a result, any change in the use of budgeted monies such as buying supplies, instead of equipment requires a budget amendment.

Funds Appropriated from Fund Balance or Transfers to Fund Balance: These are transfers from fund balance for specific program needs.

The Budget Amendments, Numbers 93 through 103 are summarized on the attached page(s).

3. Fiscal Impact:

a) New Revenue Budgeted.
b) Transfers are within budget allocations.

4. Prepared by: John Pavelchak
Exec. Director of Finance and Budgeting
Rashmikant Khatri, Director of Budgeting

5. Board Meeting Date 08/23/11

Attachment(s): Budget Amendment Summary
Back-up not in agenda book: None
Materials for signature: Resolutions

1. Appropriate New Revenue As Follows:

Debt Service Amendment 94

❑	*Revenue Source:*	CO&DS Withheld for SBE/COBI Bonds (Rev 3322)	$ 7,563.10
	Use of Funds:	Adjust Estimated Revenue to Actual Per DOE Book Entry	

Capital Outlay Amendment 95

❑	*Revenue Source:*	CO&DS Distributed (Rev 3321)	
	Use of Funds:	Adjust Estimated Revenue to Actual Per DOE Book Entry	$ (7,563.00)
❑	*Revenue Source:*	Interest On Undistributed CO&DS (Rev 3325)	$ 26,220.02
	Use of Funds:	Appropriate funds to meet program needs for Seminole High School Expansion Proj. 8050	

Special Revenue Amendment 98

❑	*Revenue Source:*	Florida Department of Education Title 1, Part A Basic (Rev 3240)	$ 692,966.20
	Use of Funds:	Title 1 Part A Education of Disadvantaged Children & Youth Proj. 2110 Adjust Estimated Budget to Actual	
❑	*Revenue Source:*	Volunteer USA Foundation Inc. (Rev 3390)	$ 2,000.00
	Use of Funds:	Appropriate funds for Teen Trendsetters Reading Mentor Program Proj. 3030	

Federal Stimulus Amendment 99

❑	*Revenue Source:*	Florida Department of Education Race To The Top - LEA Formulate Sub-Grants (Rev 3210)	
	Use of Funds:	Close Race to the Top Qtr. 4 - YR 1 Proj. 2180	$ (2,646.23)
		Close Race to the Top Qtr. 4 - YR 1 Proj. 2181	$ (426,122.77)

2. Routine Transfer of Funds Between Budgeted Accounts: These transfers between accounts made by the various cost centers. These are included in the budget amendments in order to comply with the State Board of Education Rule requiring budget amendments for any changes in the function and object amounts. This necessitates that budget amendments be made at the lowest line item level of the budget. *As a result, any changes in the use of budgeted monies such as buying supplies, instead of equipment requires a budget amendment.*

3. Funds Appropriated from Fund Balance or Transfers to Fund Balance:

Capital Outlay Amendment 95

❑	*Source:*	Fund 368 - 1.75 Mill 2008-09 Fund Balance	$ 18,741.12
	Use of Funds:	Increase Fund Balance Due to Reduction in Appropriations in Fund 368	

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **COMPETITIVE SOLICITATION RECOMMENDATIONS** **IV.L.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the recommendations for the competitive solicitations listed below.

2. Background/Analysis:
Each board meeting the administration presents to the board for approval all competitive solicitation awards, renewals and/or extensions for products or services in excess of $25,000. All recommendations presented are the for lowest responsible Proposer that meet the advertised specifications and are made in accordance with Florida Board of Education rules and district board polices unless otherwise noted. Approved solicitations will have purchase orders issued as required.

ITEM	BID TITLE & NUMBER	AWARD AMOUNT ($)
1.	Bid Award: Paint, Pressure Washer & Paint Sprayer, #11120002B	Est. 50,000.
2.	Bid Award: Ultra Short Throw Projector Installation, #11120001B	Est. 20,000.
3.	Bid Extension / Renewal: Fencing (Chain Link & Ornamental), #09100010B	Est. 50,000.
4.	Bid Extension / Renewal: Gasoline, Diesel & BioDiesel, #10110001B	Est. 5,000,000.
5.	Bid Extension / Renewal: Grease Trap Pumping Services, #10110008B	Est. 25,000.
6.	Bid Award: Music Instruments (Lyman HS), #11120006B	32,875.

3. Fiscal Impact:
The estimated total of the bids awarded is **$5,177,875.** Finance Department will determine that funds are available before a purchase order is issued.

4. Prepared by: John Pavelchak
Executive Director of Finance & Budgeting
Barry G. Boyer, C.P.M.
Director, Purchasing and Distribution Services Department
Attachment(s): None
Supporting Information not in agenda book: Executive Summaries/Tabulations
***Materials for signature: None.*

5. Board Meeting Date 08/23/2011

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **AUTHORIZATION TO PURCHASE**

IV.M.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the purchases listed below and any applicable contracts/agreements that may be associated with the various purchases.

2. Background/Analysis:

ITEM	DESCRIPTION	AMOUNT ($)
**1.	Professional Development Services: Adequate Yearly Progress (AYP) Strategies (Rolewski Educational Consulting, LLC)	100,000.
**2.	Agreement: Professional Student Counseling Services (Seminole Community Health Center d/b/a Seminole Behavioral HealthCare)	116,934.
**3.	Agreement: iObservations® Site Licenses and Professional Development Services (Learning Sciences International, LLC)	270,400.
4.	IB Program Textbooks for Seminole HS (Cengage Learning)	25,459.
5.	Band Uniforms for Lyman HS (Demoulin Brothers & Company)	35,578.
6.	PeopleSoft / Oracle Software Application Maintenance & Support Renewal (Oracle America, Inc.)	382,855.
7.	Carpet for Lake Howell HS (Interface Americas, Inc.)	60,335.
8.	Transportation Mobile Radio Maintenance (Seminole County)	45,504.
9.	Renewal: Annual Alarm System Monitoring Fee (Stanley Convergent Security Solutions)	262,796.
10.	Emergency Purchase Order #2235933 Lyman HS Media Center Upgrades (Pro-Spec, Inc.)	42,446.
11.	Applie iPads & Charge Carts for Idyllwilde ES (Apple Computer, Inc.)	72,354.
12.	School Bus Purchases (Florida Transportation Systems, Inc.)	2,096,977.
**13.	Agreement: Exceptional Student Educational Services (Carlton Palms Educational Center)	17,450.
**14.	Agreement: Exceptional Student Educational Services (Threshold, Inc.)	131,178.
**15.	Agreement: Exceptional Student Educational Services (United Cerebral Palsy of Central Florida, Inc.)	19,617.
16.	Renewal: Annual Software License for Web Based Management Tool (Blackboard, Inc.)	52,000.
17.	Vehicles for Facilities Services Department (Don Reid Ford)	244,257.

3. Fiscal Impact:

The total of purchase orders presented is **$3,976,140.** The Finance Department has determined that funds are available to cover the amount to be encumbered.

4. Prepared by: John Pavelchak
Executive Director of Finance & Budgeting
Barry G. Boyer, C.P.M.

Director, Purchasing and Distribution Services Department

5. Board Meeting Date: 08/23/2011

Attachment(s): None
Supporting Information in agenda book: Executive Summaries
***Materials for signature: Six (6) Agreements*

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **AUTHORIZATION OF INVENTORY REMOVALS** **IV.N.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County authorize the inventory removals as listed.

2. Background/Analysis:

Each board meeting the administration presents to the board for approval all inventory removals. All inventory removals presented are in accordance with the Florida Board of Education rules and district Board Policies. Reduces property inventories in the amount of $**679,190.65** depreciated value $**2,887.45**

3. Fiscal Impact:

There is no fiscal impact to the district associated with this action.

4. Prepared by: John Pavelchak, Executive Director
Finance and Budgeting
Darryl Johnson, Finance Accountant II

5. Board Meeting Date 08/23/11

Attachment(s): Removals
Supporting Information not in agenda book: Executive Summary
Materials for signature: None

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
Hamilton Elementary	59578	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
		1 item	Location Total	1,069.00	-	
Lake Mary High	47213	Computer/Apple/Mac G4	5/23/2001	1,908.00	-	Surplus - Public Sale
	54907	Computer/Dell/Gx260	1/14/2003	881.00	-	Surplus - Public Sale
		2 items	Location Total	2,789.00	-	
Milwee Middle	12137	Printer/Epson	8/6/1993	1,897.70	-	Surplus - Public Sale
	12143	Computer Teacher Station/Tandy	8/6/1993	3,776.80	-	Surplus - Public Sale
	52218	Computer/Dell/GX240	4/16/2002	1,229.00	-	Surplus - Public Sale
	55281	Computer/Dell/GX260D	4/29/2003	845.00	-	Surplus - Public Sale
	56058	Computer/Dell/GX260D	3/31/2003	845.00	-	Surplus - Public Sale
	56063	Computer/Dell/GX260D	3/31/2003	845.00	-	Surplus - Public Sale
	57060	Computer/Dell/GX260D	6/3/2003	785.00	-	Surplus - Public Sale
	57061	Computer/Dell/GX260D	6/3/2003	785.00	-	Surplus - Public Sale
	57507	Laptop/Dell/D800	8/18/2003	2,685.88	-	Surplus - Public Sale
	58891	Computer/Dell/Gx270D	1/15/2004	916.00	-	Surplus - Public Sale
	62033	Computer/Dell/GX270	7/9/2004	959.00	-	Surplus - Public Sale
	62042	Computer/Dell/GX270	7/9/2004	959.00	-	Surplus - Public Sale
	62048	Computer/Dell/GX270	7/9/2004	959.00	-	Surplus - Public Sale
	64249	Computer/Dell/GX280	4/6/2005	1,247.00	-	Surplus - Public Sale
	64333	Computer/Dell/GX280	12/9/2004	976.00	-	Surplus - Public Sale
	64341	Computer/Dell/GX280	12/9/2004	976.00	-	Surplus - Public Sale
	64344	Computer/Dell/GX280	12/9/2004	976.00	-	Surplus - Public Sale
	64345	Computer/Dell/GX280	12/9/2004	976.00	-	Surplus - Public Sale
	64348	Computer/Dell/GX280	12/9/2004	976.00	-	Surplus - Public Sale
	64350	Computer/Dell/GX280	12/9/2004	976.00	-	Surplus - Public Sale
	64559	Computer/Dell/GX280	12/9/2004	976.00	-	Surplus - Public Sale
	64624	Computer/Dell/GX280	1/12/2005	964.00	-	Surplus - Public Sale
	64629	Computer/Dell/GX280	1/12/2005	964.00	-	Surplus - Public Sale
		23 items	Location Total	27,494.38	-	

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
John Evans Elementary	43130	Computer Tower/Dell/GX110	12/22/2000	1,782.00	-	Surplus - Public Sale
	53361	Computer/Dell/Gx240	8/8/2002	1,242.00	-	Surplus - Public Sale
	53516	Computer/Dell/Gx240	7/8/2002	1,317.00	-	Surplus - Public Sale
	56057	Computer/Dell/GX260T	3/20/2003	1,640.00	-	Surplus - Public Sale
	64446	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
	64447	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
	64448	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
	64450	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
	65783	Computer/Dell/GX280	6/15/2005	916.00	-	Surplus - Public Sale
	65832	Computer/Dell/GX280	4/15/2005	964.00	-	Surplus - Public Sale
	67145	Computer/Dell/GX280	8/17/2005	916.00	-	Surplus - Public Sale
				---	---	
		11 items	Location Total	12,681.00	-	
Lawton Elementary	43947	Switch Digital/Videonics/MXPRO	7/13/2000	1,454.20	-	Surplus - Public Sale
				---	---	
		1 item	Location Total	1,454.20	-	
Sanford Middle	30388	Computer/Dell/OptiPlex GX1	7/24/1998	1,503.00	-	Surplus - Public Sale
	30391	Computer/Dell/OptiPlex GX1	7/24/1998	1,503.00	-	Surplus - Public Sale
	30400	Computer/Dell/OptiPlex GX1	7/24/1998	1,503.00	-	Surplus - Public Sale
	31756	Hub Catalyst/Cisco/Systems 290	10/13/1998	1,901.00	-	Surplus - Public Sale
	31760	Hub Catalyst/Cisco/Systems 290	10/13/1998	1,901.00	-	Surplus - Public Sale
	32126	Hub 24 Port/Cisco/T/100	10/13/1998	1,887.00	-	Surplus - Public Sale
	35372	Printer - Laser/Hewlett Packar	10/20/1999	2,483.90	-	Surplus - Public Sale
	36405	Laptop/Toshiba	8/2/1999	4,866.77	-	Surplus - Public Sale
	39681	Computer/Dell/GX110	9/6/2000	1,176.00	-	Surplus - Public Sale
	53168	Computer/Dell/Gx240	7/8/2002	1,465.00	-	Surplus - Public Sale
	53175	Computer/Dell/Gx240	7/8/2002	1,465.00	-	Surplus - Public Sale
	53219	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
	53222	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
	53224	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
	53267	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
	53270	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
	53271	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
	53278	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
	53288	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
	53292	Computer/Dell/Gx240	8/5/2002	907.00	-	Surplus - Public Sale
	53525	Computer/Dell/Gx240	8/6/2002	1,384.00	-	Surplus - Public Sale
	55003	Computer/Dell/GX260T	9/13/2002	1,372.00	-	Surplus - Public Sale
	55792	Phone Master/Easycaller	10/25/2002	895.00	-	Surplus - Public Sale
	56419	Computer/Dell/Gx260D	3/31/2003	845.00	-	Surplus - Public Sale
	56420	Computer/Dell/Gx260D	3/31/2003	845.00	-	Surplus - Public Sale
	56421	Computer/Dell/Gx260D	3/31/2003	845.00	-	Surplus - Public Sale
	56426	Computer/Dell/Gx260D	3/31/2003	845.00	-	Surplus - Public Sale
	56427	Computer/Dell/Gx260D	3/31/2003	845.00	-	Surplus - Public Sale
	56440	Computer/Dell/Gx260D	3/31/2003	845.00	-	Surplus - Public Sale
	56452	Computer/Dell/Gx260T	3/31/2003	1,278.00	-	Surplus - Public Sale
	59529	Computer/Dell/Gx270T	4/12/2004	1,155.00	-	Surplus - Public Sale
	59533	Computer/Dell/Gx270T	4/12/2004	1,155.00	-	Surplus - Public Sale
	59534	Computer/Dell/Gx270T	4/12/2004	1,155.00	-	Surplus - Public Sale
	65002	Computer/Dell/GX280T	2/25/2005	1,134.00	-	Surplus - Public Sale
	65119	Computer/Dell/GX280T	2/25/2005	964.00	-	Surplus - Public Sale
	65346	Computer/Dell/GX280	4/15/2005	964.00	-	Surplus - Public Sale
	65350	Computer/Dell/GX280	4/15/2005	964.00	-	Surplus - Public Sale
	65358	Computer/Dell/GX280	4/15/2005	964.00	-	Surplus - Public Sale
				---	---	
		38 items	Location Total	48,207.67	-	
South Seminole Middle	60149	Computer/Dell/GX270	7/26/2004	1,000.00	-	Surplus - Public Sale
	63090	Computer/Dell/GX270	9/23/2004	1,004.00	-	Surplus - Public Sale
				---	---	
		2 items	Location Total	2,004.00	-	
Wilson Elementary	37698	Scanner/Opscan	10/1/1999	5,236.00	-	Surplus - Public Sale
	54353	Computer/Dell/OptiPlex Gx240	11/6/2002	935.00	-	Surplus - Public Sale
	54356	Computer/Dell/OptiPlex Gx240	11/6/2002	935.00	-	Surplus - Public Sale
	54357	Computer/Dell/OptiPlex Gx240	11/6/2002	935.00	-	Surplus - Public Sale
	59494	Computer/Dell/Gx270	4/13/2004	1,028.49	-	Surplus - Public Sale
				---	---	

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
		5 items	Location Total	9,069.49	-	
Goldsboro Elementary	56290	Computer/Dell/Gx260D	3/31/2003	845.00	-	Surplus - Public Sale
		1 item	Location Total	845.00	-	
Jackson Heights Middle	26985	Workstation 4 Student	11/21/1997	1,909.66	-	Surplus - Public Sale
	26986	Workstation Corner Unit	11/21/1997	1,000.00	-	Surplus - Public Sale
	26987	Workstation 4 Student	11/21/1997	1,909.67	-	Surplus - Public Sale
	26988	Workstation 4 Student	11/21/1997	1,909.67	-	Surplus - Public Sale
	26989	Workstation Hex Shaped	11/21/1997	5,000.00	-	Surplus - Public Sale
	110401	Hot Food Station/Shellyglass	1/16/1987	2,074.00	-	Surplus - Public Sale
		6 items	Location Total	13,803.00	-	
Winter Springs Elementary	43322	Software/CCC	7/5/2000	77,485.37	-	Surplus - Public Sale
	54420	Computer Station -Bi Level/Uni	10/22/2002	1,250.00	-	Surplus - Public Sale
	63260	Laminator/GBC/Ultima	8/23/2004	1,195.00	-	Surplus - Public Sale
	74509	Computer Desk	3/7/2006	999.00	97.12	Surplus - Public Sale
	74510	Computer Desk	3/7/2006	999.00	97.12	Surplus - Public Sale
		5 items	Location Total	81,928.37	194.24	
Lake Brantley High	23556	Computer/IBM	11/22/1996	773.64	-	Surplus - Public Sale
	23559	Computer/IBM	11/22/1996	773.64	-	Surplus - Public Sale
	33499	Computer/Dell/OptiPlex GX1	1/28/1999	1,459.00	-	Surplus - Public Sale
	34552	Computer/Dell/OptiPlex	4/3/1999	1,367.00	-	Surplus - Public Sale
	35825	Computer/Dell/GX1	7/27/1999	978.00	-	Surplus - Public Sale
	35831	Computer/Dell/GX1	7/27/1999	978.00	-	Surplus - Public Sale
	36182	Computer/Dell/GX1	7/27/1999	978.00	-	Surplus - Public Sale
	36199	Computer/Dell/OptiPlex GX1	7/27/1999	978.00	-	Surplus - Public Sale
	37061	Computer/Dell/GX1	8/2/1999	978.00	-	Surplus - Public Sale
	37071	Computer Tower/Dell	8/27/1999	1,635.00	-	Surplus - Public Sale
	40037	Computer/Dell/GX1	4/10/2000	1,255.00	-	Surplus - Public Sale
	41864	Computer/Optiplex/Dell/GX110	6/9/2000	985.00	-	Surplus - Public Sale

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	42973	Computer/Dell/GX110	8/17/2000	985.00	-	Surplus - Public Sale
	42979	Computer/Dell/GX110	8/17/2000	985.00	-	Surplus - Public Sale
	45870	Computer Mac G3/Apple/G35	7/25/1999	2,213.00	-	Surplus - Public Sale
	50085	Computer/Apple/Mac G4	12/19/2001	2,589.10	-	Surplus - Public Sale
	50137	Projector LCD/Epson	9/28/2001	1,935.00	-	Surplus - Public Sale
	63099	Projector-NEC-VT47/NEC/VT47	9/13/2004	865.00	-	Surplus - Public Sale
	63110	Projector-NEC-VT47/NEC/VT47	9/13/2004	865.00	-	Surplus - Public Sale
	64145	Computer/Dell/GX280	1/24/2005	976.00	-	Surplus - Public Sale
	65250	Computer/Dell/GX280D	3/28/2005	964.00	-	Surplus - Public Sale
	65478	Computer/Dell/GX280D	3/28/2005	964.00	-	Surplus - Public Sale
	65479	Computer/Dell/GX280D	3/28/2005	964.00	-	Surplus - Public Sale
	65756	Computer/Dell/GX280	5/19/2005	916.00	-	Surplus - Public Sale
	66345	Computer/Dell/GX280D	4/15/2005	964.00	-	Surplus - Public Sale
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		25 items	Location Total	29,323.38	-	
Red Bug Elementary	8709	Cashier Stand	6/29/1992	775.00	-	Surplus - Public Sale
	17150	Camcorder/Panasonic	2/17/1995	1,099.00	-	Surplus - Public Sale
	17165	Serving Line	1/28/1995	769.00	-	Surplus - Public Sale
	17166	Serving Line	1/28/1995	769.00	-	Surplus - Public Sale
	56097	Computer/Dell/GX260D	3/18/2003	845.00	-	Surplus - Public Sale
	60335	Computer/Dell/Gx270	4/21/2004	1,000.00	-	Surplus - Public Sale
	66204	Laptop/Dell/D610	7/8/2005	2,031.00	-	Surplus - Public Sale
	66497	Computer/Dell/GX280	8/15/2005	916.00	-	Surplus - Public Sale
	66500	Computer/Dell/GX280	8/15/2005	916.00	-	Surplus - Public Sale
	66677	Laptop/Dell/D610	8/1/2005	1,544.00	-	Surplus - Public Sale
	67604	Computer/Dell/GX280	8/15/2005	916.00	-	Surplus - Public Sale
	67609	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
	67617	Computer/Dell/GX280	8/15/2005	916.00	-	Surplus - Public Sale
	67620	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
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		14 items	Location Total	14,328.00	-	
Lake Howell High	27581	Scanner/Opscan/3	9/26/1997	3,050.00	-	Surplus - Public Sale
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		1 item	Location Total	3,050.00	-	
Stenstrom Elementary	20510	Computer/Dell/SP5100-2	9/13/1996	4,889.86	-	Surplus - Public Sale
	33909	Mixer/Rack Mount/Mackie	2/26/1999	875.00	-	Surplus - Public Sale
	35653	File Server/Dell/Poweredge 430	7/26/1999	7,282.00	-	Surplus - Public Sale
	41243	File Server/Dell/Poweredge 240	8/16/2000	8,174.00	-	Surplus - Public Sale
	45328	Computer/Hewlett Packard/Vectr	3/1/2001	1,160.90	-	Surplus - Public Sale
	45864	Printer Laser/Hewlett Packard	5/23/2001	782.60	-	Surplus - Public Sale
	49165	Computer/Dell/GX150	9/27/2001	904.00	-	Surplus - Public Sale
	51522	Computer/Dell/GX150	4/16/2002	783.00	-	Surplus - Public Sale
	52881	Computer/Dell/GX240	6/18/2002	899.00	-	Surplus - Public Sale
	55300	Computer/Dell/GX260D	4/30/2003	845.00	-	Surplus - Public Sale
	55720	Computer/Dell/Gx260D	2/24/2003	845.00	-	Surplus - Public Sale
	55721	Computer/Dell/Gx260T	2/20/2003	1,174.00	-	Surplus - Public Sale
	55722	Computer/Dell/Gx260T	2/20/2003	1,160.00	-	Surplus - Public Sale
	56620	File Server/Dell/2600	5/16/2003	3,618.00	-	Surplus - Public Sale
	56659	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	56660	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	56663	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	56669	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	56670	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	56673	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	56676	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	56678	Computer/Dell/GX260D	6/18/2003	785.00	-	Surplus - Public Sale
	57718	Computer/Dell/Gx270D	9/11/2003	821.00	-	Surplus - Public Sale
	58768	Computer/Dell/Gx270T	11/5/2003	1,552.00	-	Surplus - Public Sale
	61130	Computer/Dell/GX270	7/26/2004	1,004.00	-	Surplus - Public Sale
	62198	Computer/Dell/GX270T	7/26/2004	1,004.00	-	Surplus - Public Sale
	62205	Computer/Dell/GX270T	7/26/2004	1,004.00	-	Surplus - Public Sale
	64118	Computer/Dell/GX280	1/26/2005	1,247.00	-	Surplus - Public Sale
	64120	Computer/Dell/GX280	1/26/2005	1,247.00	-	Surplus - Public Sale
	68293	Television/Zenith/H32G48S	8/9/2005	768.00	-	Surplus - Public Sale
	68295	Television/Zenith/H32G48S	8/9/2005	768.00	-	Surplus - Public Sale
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		31 items	Location Total	49,087.36	-	

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Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
Partin Elementary	52507	Computer/Apple/IMac G4	7/24/2002	1,593.00	-	Surplus - Public Sale
		1 item	Location Total	1,593.00	-	
Altermese Bentley Elementary	64906	Computer/Dell/GX280	1/25/2005	1,250.00	-	Surplus - Public Sale
	66124	Computer/Dell/GX280D	6/16/2005	916.00	-	Surplus - Public Sale
		2 items	Location Total	2,166.00	-	
Winter Springs High	62961	Computer/Dell/GX270D	9/30/2004	1,004.00	-	Surplus - Public Sale
		1 item	Location Total	1,004.00	-	
Quest Academy	40535	Leg Press 400 Wt Stack	2/28/2000	2,041.00	-	Surplus - Public Sale
	68592	Leg Extension/Nautilus	8/11/2005	2,151.30	-	Surplus - Public Sale
	68593	Seated Leg Curl/Nautilus	8/11/2005	2,151.30	-	Surplus - Public Sale
		3 items	Location Total	6,343.60	-	
Paul J Hagerty High School	35311	Laptop/Toshiba	8/11/1999	2,689.06	-	Surplus - Public Sale
		1 item	Location Total	2,689.06	-	
IS-ESC Primary	54991	Computer/Dell/Gx260	2/18/2003	845.00	-	Surplus - Public Sale
	62515	Workstation/Hewlett Packard/J3	4/13/2004	1,466.96	-	Surplus - Public Sale
	63408	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
	63411	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
	64203	Computer/Dell/GX280	2/24/2005	964.00	-	Surplus - Public Sale
		5 items	Location Total	5,227.96	-	
Human Resources	31112	Computer/Dell/OptiPlex GX1	10/8/1998	1,467.00	-	Surplus - Public Sale
	56052	Computer/Compaq/EVO	3/21/2003	767.00	-	Surplus - Public Sale

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		2 items	Location Total	2,234.00	-	
Superintendent's Office	57030	Computer/Dell/GX260T	5/21/2003	1,661.00	-	Surplus - Public Sale
	57031	Computer/Dell/GX260T	5/21/2003	1,661.00	-	Surplus - Public Sale
		2 items	Location Total	3,322.00	-	
Instruction Exceptional Ed.	58906	Laptop/Dell/Latitude D600	1/21/2004	1,934.00	-	Surplus - Public Sale
	59631	Laptop/Dell/Latitude D600	2/24/2004	1,895.00	-	Surplus - Public Sale
	59632	Laptop/Dell/Latitude D600	2/24/2004	1,895.00	-	Surplus - Public Sale
	60054	Laptop/Dell/Latitude D600	7/9/2004	1,806.00	-	Surplus - Public Sale
	62739	Laptop/Dell/Latitude D600	8/17/2004	1,806.00	-	Surplus - Public Sale
	62741	Laptop/Dell/Latitude D600	8/17/2004	1,806.00	-	Surplus - Public Sale
	62742	Laptop/Dell/Latitude D600	8/17/2004	1,806.00	-	Surplus - Public Sale
	62823	Laptop/Dell/Latitude	8/23/2004	1,806.00	-	Surplus - Public Sale
	62825	Laptop/Dell/Latitude	8/23/2004	1,806.00	-	Surplus - Public Sale
	62826	Laptop/Dell/Latitude	8/23/2004	1,806.00	-	Surplus - Public Sale
	62827	Laptop/Dell/Latitude	8/23/2004	1,806.00	-	Surplus - Public Sale
	62828	Laptop/Dell/Latitude	8/23/2004	1,806.00	-	Surplus - Public Sale
	64187	Laptop/Dell/D600	2/9/2005	1,642.00	-	Surplus - Public Sale
		13 items	Location Total	23,620.00	-	
Community Involvement	54996	Computer/Dell/Gx260T	2/18/2003	1,174.00	-	Surplus - Public Sale
	59499	Computer/Dell/Gx270	4/12/2004	1,000.00	-	Surplus - Public Sale
	63409	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
		3 items	Location Total	3,150.00	-	
Ex Director Instructional Sup	57768	Computer/Dell/Gx270T	10/3/2003	1,381.00	-	Surplus - Public Sale
		1 item	Location Total	1,381.00	-	
IS-ESC Annex	46422	Laptop/Dell/Inspiron	5/4/2001	3,156.00	-	Surplus - Public Sale

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		1 item	Location Total	3,156.00	-	
IS-Tech Park Annex Primary	63540	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
	65313	Computer/Dell/GX280D	3/28/2005	964.00	-	Surplus - Public Sale
	65524	Computer/Dell/GX280D	3/28/2005	964.00	-	Surplus - Public Sale
		3 items	Location Total	2,904.00	-	
IS-TechPark Annex Transitional	47295	File Server/Dell/Poweredge 250	7/20/2001	5,450.00	-	Surplus - Public Sale
	55197	Computer/Dell/Gx260	2/18/2003	845.00	-	Surplus - Public Sale
	56168	Computer/Dell/GX260D	3/18/2003	845.00	-	Surplus - Public Sale
	57202	Computer/Dell/GX260D	6/12/2003	785.00	-	Surplus - Public Sale
		4 items	Location Total	7,925.00	-	
Surplus Property from						
Tuskawilla Middle	7257	Camcorder/Panasonic	1/24/1992	984.00	-	Surplus - Public Sale
Tuskawilla Middle	7433	Ice Machine/Hoshizaki	5/6/1992	1,071.00	-	Surplus - Public Sale
Lake Howell High	17265	Camcorder/Panasonic	5/26/1995	1,659.00	-	Surplus - Public Sale
Lake Howell High	22170	Printer Laserjet/Hewlett Packa	3/14/1997	1,609.55	-	Surplus - Public Sale
Lake Howell High	23474	Camcorder/Panasonic	11/8/1996	1,714.00	-	Surplus - Public Sale
Bear Lake Elementary	23872	Monitor/Gateway/2000	4/25/1997	1,118.00	-	Surplus - Public Sale
Lake Howell High	25613	Computer/Gateway/D5-116	8/15/1997	2,486.00	-	Surplus - Public Sale
Lake Howell High	25614	Monitor/Gateway	8/15/1997	999.00	-	Surplus - Public Sale
Lake Howell High	29495	Projector Video/Proxima	1/30/1998	4,800.00	-	Surplus - Public Sale
Bear Lake Elementary	30166	Ctlyst 1900 Series/Switch 24 P	7/13/1998	1,621.75	-	Surplus - Public Sale
Bear Lake Elementary	35950	Switch/Cisco/Catalyst 2924 XL-	11/24/1999	2,377.00	-	Surplus - Public Sale
Bear Lake Elementary	35995	Switch/Cisco/Catalyst 1924XL-A	11/24/1999	2,037.00	-	Surplus - Public Sale
IS-ESC Primary	39678	Laptop/Dell/Inspiron 7500	7/24/2000	3,858.00	-	Surplus - Public Sale
Lake Howell High	40643	Printer Lasterjet/Hewlett Pack	6/9/2000	2,397.87	-	Surplus - Public Sale
IS-ESC Primary	41514	Computer/Dell/GX110	8/11/2000	985.00	-	Surplus - Public Sale
Tuskawilla Middle	43341	Printer Lasterjet/Hewlett Pack	5/24/2000	782.60	-	Surplus - Public Sale
IS-TechPark Annex Transitional	46716	File Server/Dell/2500	7/27/2001	4,978.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	46723	File Server/Dell/Poweredge 250	7/27/2001	3,239.00	-	Surplus - Public Sale
Tuskawilla Middle	47362	Printer Laser/Hewlett Packard	6/13/2001	1,355.45	-	Surplus - Public Sale

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IS-TechPark Annex Transitional	47572	File Server/Dell/2500	7/19/2001	4,658.00	-	Surplus - Public Sale
Altermese Bentley Elementary	47928	Computer/Mini Tower/Dell/GX150	8/8/2001	1,266.80	-	Surplus - Public Sale
IS-TechPark Annex Transitional	48239	File Server/Dell/Poweredge 250	7/19/2001	4,658.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	50539	File Server/Dell/Poweredge 250	1/8/2002	4,117.00	-	Surplus - Public Sale
Bear Lake Elementary	50634	Computer/Dell/GX240	1/11/2002	951.00	-	Surplus - Public Sale
Bear Lake Elementary	50926	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50929	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50932	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50933	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50935	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50936	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50937	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50939	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50941	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50942	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50943	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50947	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50949	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
Bear Lake Elementary	50950	Computer/Dell/GX240	3/25/2002	905.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	51304	File Server/Dell/2500	4/5/2002	5,469.00	-	Surplus - Public Sale
Bear Lake Elementary	51554	Computer/Dell/GX150	4/19/2002	791.29	-	Surplus - Public Sale
Bear Lake Elementary	51600	Computer/Dell/GX150	4/19/2002	791.29	-	Surplus - Public Sale
IS-TechPark Annex Transitional	51938	File Server/Dell/Poweredge 250	4/16/2002	5,000.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	52362	File Server/Dell/GX240	6/20/2002	19,064.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	52363	File Server/Dell/PowerEdge 250	6/20/2002	4,170.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	52365	File Server/Dell/PowerEdge 250	7/9/2002	4,170.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	52366	File Server/Dell/PowerEdge 250	7/9/2002	4,170.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	52369	File Server/Dell/PowerEdge 250	7/8/2002	4,170.00	-	Surplus - Public Sale
IS-ESC Primary	52396	File Server/Dell/PowerEdge 250	9/27/2002	4,170.00	-	Surplus - Public Sale
Bear Lake Elementary	53148	Computer/Dell/Gx240	7/8/2002	1,465.00	-	Surplus - Public Sale
IS-ESC Primary	53337	Laptop/Dell/Latitude	7/18/2002	1,598.00	-	Surplus - Public Sale
Bear Lake Elementary	53376	Computer/Dell/Gx240	7/8/2002	1,521.00	-	Surplus - Public Sale
Bear Lake Elementary	53379	Computer/Dell/Gx240	7/8/2002	1,521.00	-	Surplus - Public Sale
Bear Lake Elementary	53384	Computer/Dell/Gx240	7/8/2002	1,521.00	-	Surplus - Public Sale
Bear Lake Elementary	53386	Computer/Dell/Gx240	7/8/2002	1,521.00	-	Surplus - Public Sale

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IS-ESC Primary	53414	Laptop/Dell/Latitude	7/31/2002	1,598.00	-	Surplus - Public Sale
Bear Lake Elementary	53438	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Bear Lake Elementary	53440	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Bear Lake Elementary	53441	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Bear Lake Elementary	53443	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Bear Lake Elementary	53444	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Bear Lake Elementary	53445	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Bear Lake Elementary	53447	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Bear Lake Elementary	53448	Computer/Dell/Gx240	8/8/2002	1,121.00	-	Surplus - Public Sale
Altermese Bentley Elementary	53756	Computer Dell Tower/Dell/GX260	7/7/2003	1,253.00	-	Surplus - Public Sale
Altermese Bentley Elementary	53764	Computer Dell Tower/Dell/GX260	7/7/2003	1,253.00	-	Surplus - Public Sale
Altermese Bentley Elementary	53769	Computer Dell Tower/Dell/GX260	7/7/2003	1,253.00	-	Surplus - Public Sale
Altermese Bentley Elementary	53776	Computer Dell Tower/Dell/GX260	7/7/2003	1,253.00	-	Surplus - Public Sale
Altermese Bentley Elementary	53779	Computer Dell Tower/Dell/GX260	7/7/2003	1,253.00	-	Surplus - Public Sale
Altermese Bentley Elementary	53781	Computer Dell Tower/Dell/GX260	7/7/2003	1,253.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54172	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54173	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54174	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54175	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54176	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54177	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54178	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54179	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54180	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54181	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54182	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54183	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54184	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54185	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54186	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54187	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54188	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54189	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54190	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54191	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
Altermese Bentley Elementary	54192	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54193	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54194	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54195	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54196	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54197	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54198	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54199	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54200	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Altermese Bentley Elementary	54201	Computer/Dell/Gx240	7/9/2002	899.00	-	Surplus - Public Sale
Lake Howell High	54621	Computer/ESQ	8/22/2002	1,425.00	-	Surplus - Public Sale
Lake Howell High	54660	Computer/Dell/GX260	9/17/2002	1,885.00	-	Surplus - Public Sale
Altermese Bentley Elementary	55000	Computer/Dell/GX260T	9/17/2002	1,401.00	-	Surplus - Public Sale
IS-ESC Primary	55066	Laptop/Dell/C-840	10/29/2002	2,388.00	-	Surplus - Public Sale
Lawton Chiles Middle School	55364	Laptop/Dell/Latitude	2/7/2003	1,800.00	-	Surplus - Public Sale
Lake Howell High	55986	Computer/Dell/GX260D	3/31/2003	891.00	-	Surplus - Public Sale
Lawton Chiles Middle School	56041	Computer/Dell/GX260T	3/18/2003	1,358.00	-	Surplus - Public Sale
Lake Howell High	56513	Computer/Dell/GX260D	3/31/2003	891.00	-	Surplus - Public Sale
Lake Howell High	56552	Computer/Dell/GX260D	3/31/2003	891.00	-	Surplus - Public Sale
IS-ESC Primary	57044	Computer/Dell/GX260D	6/3/2003	915.00	-	Surplus - Public Sale
IS-ESC Primary	57045	Computer/Dell/GX260D	6/3/2002	1,107.00	-	Surplus - Public Sale
IS-ESC Primary	57046	Computer/Dell/GX260D	6/3/2003	915.00	-	Surplus - Public Sale
IS-ESC Primary	57047	Computer/Dell/GX260D	6/3/2002	1,107.00	-	Surplus - Public Sale
Lawton Chiles Middle School	57057	Computer/Dell/GX260D	6/3/2003	785.00	-	Surplus - Public Sale
Tuskawilla Middle	57072	Computer/Dell/GX260D	6/3/2003	785.00	-	Surplus - Public Sale
IS-ESC Primary	57475	Computer/Dell/GX260T	6/19/2003	1,407.00	-	Surplus - Public Sale
IS-TechPark Annex Transitional	57648	File Server/Dell/2600	6/12/2003	5,358.00	-	Surplus - Public Sale
Lawton Chiles Middle School	57701	Computer/Dell/Gx270T	9/17/2003	1,292.00	-	Surplus - Public Sale
IS-ESC Primary	57763	Computer/Dell/Gx270D	9/25/2003	1,382.00	-	Surplus - Public Sale
IS-ESC Primary	59432	Computer/Dell/Gx270	4/6/2004	1,251.00	-	Surplus - Public Sale
Hamilton Elementary	59565	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59566	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59567	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59568	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59569	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
Hamilton Elementary	59570	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59571	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59572	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59573	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59574	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59575	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59577	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Hamilton Elementary	59587	Computer/Dell/Gx270	4/12/2004	1,069.00	-	Surplus - Public Sale
Paul J Hagerty High School	60384	Laptop/Apple/IBook G4	5/27/2004	1,406.38	-	Surplus - Public Sale
Bear Lake Elementary	61060	Computer/Dell/GX270D	6/10/2004	959.00	-	Surplus - Public Sale
Hamilton Elementary	61735	Computer/Dell/GX270D	7/9/2004	959.00	-	Surplus - Public Sale
Lake Howell High	62521	External Drive - Backup/Load E	5/18/2004	5,289.00	-	Surplus - Public Sale
IS-ESC Primary	62854	Computer/Dell/GX270D	7/26/2004	1,004.00	-	Surplus - Public Sale
Bear Lake Elementary	63809	Computer/Dell/GX280	11/5/2004	976.00	-	Surplus - Public Sale
Paul J Hagerty High School	64287	Computer/Dell/GX280	11/23/2004	1,256.00	-	Surplus - Public Sale
IS-Tech Park Annex Primary	65310	Computer/Dell/GX280D	3/28/2005	964.00	-	Surplus - Public Sale
Paul J Hagerty High School	65638	Computer/Dell/GX280	4/19/2005	964.00	-	Surplus - Public Sale
Paul J Hagerty High School	65641	Computer/Dell/GX280	4/19/2005	964.00	-	Surplus - Public Sale
Paul J Hagerty High School	65644	Computer/Dell/GX280	4/19/2005	964.00	-	Surplus - Public Sale
Paul J Hagerty High School	65725	Computer/Dell/GX280	4/7/2005	964.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66100	Server/Dell/1800	7/20/2005	4,024.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66101	Server/Dell/1800	7/20/2005	4,024.00	-	Surplus - Public Sale
Altermese Bentley Elementary	66131	Computer/Dell/GX280D	6/16/2005	916.00	-	Surplus - Public Sale
Altermese Bentley Elementary	66154	Computer/Dell/GX280D	6/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	66203	Computer/Dell/GX280	6/13/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	66446	Computer/Dell/GX280	8/16/2005	1,147.00	-	Surplus - Public Sale
Paul J Hagerty High School	66454	Computer/Dell/GX280	8/16/2005	1,255.00	-	Surplus - Public Sale
Paul J Hagerty High School	66457	Computer/Dell/GX280	8/16/2005	1,255.00	-	Surplus - Public Sale
Paul J Hagerty High School	66459	Computer/Dell/GX280	8/16/2005	1,255.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66515	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66548	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66556	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66590	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66598	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66604	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
Lawton Chiles Middle School	66644	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66657	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66661	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66705	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66716	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66723	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66727	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66728	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66731	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66742	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Lawton Chiles Middle School	66772	Computer/Dell/GX280	7/20/2005	916.00	-	Surplus - Public Sale
Bear Lake Elementary	67025	Computer/Dell/GX280	7/11/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67170	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67172	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67179	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67307	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67311	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67312	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67326	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67332	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67334	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67352	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67354	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67357	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67359	Computer/Dell/GX280	8/16/2005	916.00	-	Surplus - Public Sale
Paul J Hagerty High School	67374	Computer/Dell/GX280	8/16/2005	924.00	-	Surplus - Public Sale
Paul J Hagerty High School	67376	Computer/Dell/GX280	8/16/2005	924.00	-	Surplus - Public Sale
Paul J Hagerty High School	67383	Computer/Dell/GX280	8/16/2005	924.00	-	Surplus - Public Sale
Paul J Hagerty High School	67392	Computer/Dell/GX280	8/16/2005	924.00	-	Surplus - Public Sale
Paul J Hagerty High School	67447	Computer/Apple/PMG5	7/11/2005	2,549.00	-	Surplus - Public Sale
Paul J Hagerty High School	67701	Computer/Dell/GX280	8/16/2005	1,136.00	-	Surplus - Public Sale
Paul J Hagerty High School	67708	Computer/Dell/GX280	8/16/2005	1,447.00	-	Surplus - Public Sale
Paul J Hagerty High School	67709	Computer/Dell/GX280	8/16/2005	1,447.00	-	Surplus - Public Sale
Altermese Bentley Elementary	67835	TV/Monitor/Zenith	7/11/2005	790.00	-	Surplus - Public Sale
Paul J Hagerty High School	68053	Computer/Dell/GX280	7/8/2005	1,662.00	-	Surplus - Public Sale

SEMINOLE COUNTY PUBLIC SCHOOLS
RETIRED ASSETS FOR BOARD REPORTING
BOARD MEETING 8/23/2011

RETIRED

Location	Asset ID	Description/Manufacturer/Model	Acquired	Cost	Depreciation Value	Removal Reason / Comments
Paul J Hagerty High School	68056	Computer/Dell/GX280	7/8/2005	1,526.00	-	Surplus - Public Sale
Paul J Hagerty High School	68058	Computer/Dell/GX280	7/8/2005	924.00	-	Surplus - Public Sale
Lawton Chiles Middle School	68076	Computer/Dell/GX280	7/20/2005	924.00	-	Surplus - Public Sale
Lawton Chiles Middle School	68090	Computer/Dell/GX280	7/20/2005	924.00	-	Surplus - Public Sale
Lawton Chiles Middle School	68149	Computer/Dell/GX280	7/20/2005	1,221.00	-	Surplus - Public Sale
Lawton Chiles Middle School	68169	Computer/Dell/GX280	7/20/2005	1,221.00	-	Surplus - Public Sale
Lawton Chiles Middle School	68173	Computer/Dell/GX280	7/20/2005	1,221.00	-	Surplus - Public Sale
Paul J Hagerty High School	68199	Computer/Dell/GX280	7/8/2005	1,254.00	-	Surplus - Public Sale
Paul J Hagerty High School	68201	Computer/Dell/GX280	7/8/2005	1,254.00	-	Surplus - Public Sale
Lake Howell High	68483	Mini-DV/S-VHS VCR/JVC/SR-VS30U	7/11/2005	850.20	-	Surplus - Public Sale
Tuskawilla Middle	70240	Video Flex/Ken-A-Vision/7000 S	12/16/2005	752.47	41.80	Surplus - Public Sale
Tuskawilla Middle	70245	Video Flex/Ken-A-Vision/7000 S	12/16/2005	752.47	41.80	Surplus - Public Sale
IS-Tech Park Annex Primary	72419	LAPTOP/Dell/D620	6/14/2006	1,287.54	178.82	Surplus - Public Sale
Paul J Hagerty High School	73959	Promax Visual Presenter/Promax	7/11/2006	1,443.00	200.42	Surplus - Public Sale
Tuskawilla Middle	75019	Video Flex/Ken-A-Vision	9/19/2006	800.76	144.58	Surplus - Public Sale
Tuskawilla Middle	75020	Video Flex/Ken-A-Vision	9/19/2006	800.76	144.58	Surplus - Public Sale
Paul J Hagerty High School	76803	Printer/Hewlett Packard/3005DN	2/2/2007	756.00	178.50	Surplus - Public Sale
Paul J Hagerty High School	78524	LAPTOP/Dell/D620	5/8/2007	1,290.00	358.33	Surplus - Public Sale
Paul J Hagerty High School	78736	LAPTOP/Dell/D620	5/8/2007	1,290.00	358.33	Surplus - Public Sale
Paul J Hagerty High School	78750	LAPTOP/Dell/D620	5/8/2007	1,290.00	358.33	Surplus - Public Sale
Paul J Hagerty High School	78765	LAPTOP/Dell/D620	5/8/2007	1,290.00	358.33	Surplus - Public Sale
Paul J Hagerty High School	80240	Television/LG/37in HD-LCD-Flat	7/24/2007	1,078.00	329.39	Surplus - Public Sale
				---	---	
	216 items		Location Total	315,341.18	2,693.21	
	424 items		Grand Total	679,190.65	2,887.45	
				==========	==========	

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **FOOD SERVICE CONTRACT WITH 4-C** **IV.O.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approves the signing of the contract as presented.

2. Background/Analysis:

Community Coordinated Child Care is the agency that sponsors Headstart in Seminole County. Annually, they enter into a contract with Food Services to provide breakfast, lunch, and snack to these children. There are currently five (5) Headstart schools: Hamilton Elementary, Lawton Elementary, Pine Crest Elementary, Midway Elementary and Altamonte Elementary.

3. Fiscal Impact:

This contract contributes approximately $192,000.00 per year in revenue to the Food Services budget.

4. Prepared by: John Pavelchak
Exec. Director of Finance and Budget
Linda Daniels
Director of Food Services
Attachment(s): None
Supporting Information not in agenda book: Contract
Materials for signature: Contract

5. Board Meeting Date 8/23/2011

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **APPROVAL OF INTERIM FACILITIES USE AGREEMENT WITH SEMINOLE COUNTY BCC REGARDING FORMER MIDWAY ELEMENTARY SCHOOL**

IV.P.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the Interim Facilities Use Agreement as presented.

2. Background/Analysis:

The Seminole County Board of County Commissioners desires to utilize the former Midway Elementary school cafeteria as a community center for the Midway Community. Until such time that the school's sanitary waste system is connected to the central collection system (estimated to be August 2012), this interim agreement will allow the County to make the cafeteria available for community use. As with our current Facilities Use Agreement, the County will be responsible for payment of utilities.

This agreement is contingent on the County approving the funding for installation of the system, estimated to cost $260,000, and a long term lease agreement.

3. Fiscal Impact: There is no fiscal impact to the District at this time.

4. Prepared by: George Kosmac
Deputy Superintendent of Operation

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting information not in agenda book: Interim Facilities Use Agreement
Materials for signature: Interim Facilities Use Agreement

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **CERTIFICATION OF PRE-QUALIFIED GENERAL CONTRACTORS**

IV.Q.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the certification of three (3) general contracting firms to submit competitive bids on various construction projects.

2. Background/Analysis:

In accordance with board policy, the Facilities Department continually receives applications to prequalify general and roofing contractors. A certification is valid for one year and can be renewed if the applicant desires, and there are no financial or performance related circumstances that have occurred that would adversely affect their ability to perform as certified. Only those firms with a valid certificate are permitted to competitively bid on construction or roofing projects.

The following firms met the specified certification criteria and are recommended for the Board to certify them accordingly:

General Contractors & Bid Amount				
Perry-McCall Construction, Inc.	$100,000,000		T&G Corporation dba T&G Constructors	$10,000,000
Royal Concrete Concepts, LLC	$10,000,000			

3. Fiscal Impact: There is no fiscal impact to the District at this time.

4. Prepared by: George Kosmac
Deputy Superintendent of Operation

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting information not in agenda book: None
Materials for signature: None

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **LYMAN HIGH SCHOOL – MEDIA CENTER COMPUTER LABS: GUARANTEED MAXIMUM PRICE & AMENDMENT NO. 8 TO CONSTRUCTION MANAGER'S CONTRACT**

IV.R.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the Guaranteed Maximum Price (GMP) submitted by Pro-Spec, Inc. in the amount of $42,446 to provide electrical and data upgrades to support computers in the media center at Lyman High School, and execute Amendment No. 8 to the construction manager's current contract agreement.

2. Background/Analysis:

On April 28, 2009, the school board renewed a construction management contract with Pro-Spec, Inc., to provide construction management at risk services for district-wide construction projects under one million dollars.

Pro-Spec, Inc. has submitted a GMP proposal of $42,446 to provide electrical and data upgrades to support additional computers in the media center at Lyman High School. Forty computers will be installed in the Group Projects Room, and one hundred twenty computers will be located in the main Reading Room. (Ninety of the proposed computer stations will be moved from three labs in other areas of the campus, and those labs will revert to general classroom space.) The computers in the media center will be used for lab work and on-line testing.

The Facilities Planning staff concur that the proposed cost is fair and reasonable, and accurately reflects the work necessary per applicable codes and standards. No bonding is required for this project.

Work will commence immediately after school board approval.

3. Fiscal Impact: The fiscal impact associated with this action is $42,446.00.

4. Prepared by: George Kosmac,
Deputy Superintendent Operations
Chris Boothe, Project Manager

5. Board Meeting Date 8/23/11

Attachment(s): None
Back-up not in agenda book: Amendment No. 8 & Proposal
Materials for signature: Amendment No. 8 & Proposal (4 originals)

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **INTERINSTITUTIONAL ARTICULATION AGREEMENT** **IV.S.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County adopt the Interinstitutional Articulation Agreement between the District Board of Trustees of Seminole State College and the Seminole County School Board.

2. Background/Analysis:

The Interinstitutional Articulation Agreement between Seminole State College and Seminole County Public Schools is required between public schools, colleges and universities by the Commissioner of Education. A committee from Seminole County Public Schools and Seminole State College collaborated to review the agreement and make recommendations to the Superintendent and Board.

Seminole County Public Schools, in fulfillment of our district mission, has partnered with Seminole State College to provide articulated acceleration mechanisms and adult education programs for students in our district. Included are: Academic Dual Enrollment, Career Technical Education Enrollment, Adult High School, General Education Development and Adult Basic Education.

ARTICULATION COMMITTEE

Michael Blasewitz – SCPS
Frank Casillo – SCPS
Connie Collins – SCPS
Anna Marie Cote – SCPS
Michael Gaudreau – SCPS
Walt Griffin – SCPS
James Henningsen – SSC
Michael Kotkin - SCPS
Robert Lundquist - SCPS
Pamela Mennechey – SSC
Sam Momary - SCPS
Marcia Roman – SSC
Laura Ross – SSC
Suzanne Tesinsky – SSC
Brian Urichko - SCPS
Mary Williams – SCPS

3. Fiscal Impact: There is no fiscal impact to the District at this time.

4. Prepared by: Walt Griffin
Exec. Director of Secondary Education

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting Information not in agenda book: Interinstitutional Articulation Agreement
Materials for signature: Interinstitutional Articulation Agreement

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **AGREEMENT WITH THE SCHOOL BOARD OF SEMINOLE COUNTY, D/B/A., THE EAST COAST TECHNICAL ASSISTANCE CENTER (ECTAC) FOR TITLE I SUPPORT AND TECHNICAL ASSISSTANCE**

IV.T.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approves the Contractual Agreement with The School Board of Seminole County, d/b/a., the East Coast Technical Assistance Center for Title I support and technical assistance services as presented.

2. Background/Analysis:

The East Coast Technical Assistance Center (ECTAC) provides technical assistance to member school districts regarding selective programs contained in the Elementary and Secondary Act (ESEA) and maintains a network of school districts that collaborates on the implementation of the selective ESEA programs.

Services provided through ECTAC include, but are not limited to, assisting member districts in:

- The development and implementation of Title I programs consistent with requirements of the Elementary and Secondary Education Act (ESEA) and Differentiated Accountability.
- The administration of Title I, and building the capacity of Title I district administrators and key staff.
- The development and implementation of Title I plans, project applications, and amendments.
- Effectively utilizing Title I and other resources in the school improvement process.
- The implementation of effective instructional strategies and educational best practices identified in scientifically-based research.
- Building capacity for the effective engagement of families in the education of their children.
- Networking with high-performing/high-poverty schools across the state for the purpose of sharing effective practices.
- Accessing other collaborative service providers, such as the Florida Parent Involvement Resource Centers (FL PIRCs), ESCORT, the Bureau of Federal Educational Programs, the Grants Management Office, No Child Left Behind Office (NCLB), Florida Association of State and Federal Program Administrators (FASFEPA), National Association of Federal Education Program Administrators (NAFEPA), as well as other offices and organizations.
- Advocating for the needs of the Local Educational Agencies (LEAs).

3. Fiscal Impact:

There is no fiscal impact to the District associated with this action. $6,000 of Title I Part A funds will be used to fund the agreement.

4. Prepared by: Marjorie Murray
Director of Special Projects/ECTAC
Tina Dyer, Title I Coordinator for Operations

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting information not in agenda book: Contractual Agreement
Materials for signature: Contractual Agreement

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **COMMUNITY COORDINATED CARE FOR CHLDREN - 4C**
TAPP CHILD CARE - CONTINUATION OF CONTRACT

IV.U.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the contract with Community Coordinated Care for Children for subsidized child care for participants in the Teen Age Parent Program as presented.

2. Background/Analysis:

This agreement will provide resources to Community Coordinated Care for Children to serve the students in the district's Teen Age Parent Program (TAPP). All students in need of service will be referred to 4C for child care. Students are first screened to determine if they are eligible for child care through state funding. Students not eligible for this funding will receive assistance from the School Board of Seminole County through 4C. Students will receive assistance in the location of appropriate child care and assistance with the placement of their child with a legal child care provider of their choice. A Community Coordinated Care for Children caseworker will be assigned to the students to assist in the selection of a child care provider and additional direct services as needed. Community Coordinated Care for Children will bill the district on a monthly basis for the cost of child care for all TAPP students not receiving child care subsidies from state funding. This budget is supported by FTE.

3. Fiscal Impact:

This contract is within the 2011-2012 budget allocation - $135,000.00.

4. Prepared by: Walt Griffin
Exec. Director of Secondary Education
W. Gene Grace, Director
School Safety & Student Alternative Placement

5. Board Meeting Date 8-23-11

Attachment(s): None
Materials for signature: Agreement
Back-up not in yellow book: Agreement

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **MEMORANDUM OF UNDERSTANDING - HEALTHY START - T.A.P.P.**

IV.V.
Item Number

1. **Superintendent's Recommendation:**

   That the School Board of Seminole County approve the Memorandum of Understanding with Healthy Start for participants in the Teen Age Parent Program as presented.

2. **Background/ Analysis:**

   This memorandum of understanding is for the purpose of coordinating the Teen Age Parent Program – TAPP with Healthy Start. This program facilitates the access of pregnant and teen parents to services through the Seminole County Health Department – Healthy Start and their counselors.

3. **Fiscal Impact:**

   No fiscal impact.

4. **Prepared By:** Walt Griffin
   Exec. Director of Secondary Education
   W. Gene Grace, Director
   School Safety & Student Alternative Placement

5. **Board Meeting Date:** 8-23-11

Attachment(s): None
Materials for signature: Agreement
Supporting Information not in agenda book: Agreement

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **MEMORANDUM OF UNDERSTANDING**
FOR IMPLEMENTATION OF § 411.01, FLA. STAT.
EARLY LEARNING COALITION
USE OF DISTRICT SUBSTITUTE TEACHERS

IV.W.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the Memorandum of Understanding between the School Board of Seminole County and The Seminole County Coalition For School Readiness, Inc. d/b/a Early Learning Coalition of Seminole.

2. Background/Analysis:

§411.01 of the Fla. Stat. requires school districts to provide to the early learning coalitions within their school district the list of all individuals currently eligible to substitute. Child care facilities may employ individuals listed as substitutes for the purpose of offering the school readiness program, the Voluntary Prekindergarten Education Program, and all other legally operating child care programs.

The Memorandum of Understanding sets forth the procedures related to the dissemination of the substitute teacher list.

3. Fiscal Impact:

There is no fiscal impact to the District at this time.

4. Prepared by: John Reichert
Director of Human Resources
Marjorie Murray, Director of Special Projects
Attachment(s): None
Supporting information not in agenda book: Memorandum of Understanding For Implementation of § 411.01, FLA. STAT. Early Learning Coalition Use of District Substitute Teachers
Materials for signature: Memorandum of Understanding For Implementation of § 411.01, FLA. STAT. Early Learning Coalition Use of District Substitute Teachers

5. Board Meeting Date 8/23/11

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **WORKFORCE CENTRAL FLORIDA AGREEMENT** **IV.X.**

Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the agreement with Workforce Central Florida where participants in this grant program are provided jobs at our schools and support departments.

2. Background/Analysis:

Seminole County Public School is proposing to contract with Workforce Central Florida (WCF) who would hire eligible adults ages 18 and up to assist in a variety of jobs at both our schools and departments. The types of potential jobs include: 1) clerical support such as computer data entry and reception, 2) custodial assistance, 3) supervision of students, 4) computer support and, 5) Maintenance department assistance. Depending on availability of grant funds and other institutions requesting personnel, the number of personnel for SCPS could approach one hundred.

SCPS administrators would interview and select individuals from the pool of participants. Selected individuals would be cleared as Dividends and would be fingerprinted and background checked. Wages of the workers in the program would be paid by WCF based on timesheets completed and approved by the respective SCPS schools/department administrators.

Known as the WCF Re-Employment Connection Program, participants have an opportunity to earn $12 per hour for up to 40 hours per week for 26 weeks. Notification of the grant availability/amount is anticipated in the October timeframe with availability of participants to SCPS in November, 2011.

Seminole County Public Schools is currently an Industry Partner with Workforce Central Florida as well as Osceola, Orange, Sumter and Lake County schools.

3. Fiscal Impact:

There is no fiscal impact to the district at this time.

4. Prepared by: George A. Kosmac,
Deputy Superintendent of Operations

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting Information not in agenda book: Agreement with Workforce Central Florida
Materials for signature: Agreement

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **PROFESSIONAL SERVICES AGREEMENT – DARVIN BOOTHE** **IV.Y.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the agreement with Darvin Boothe as presented.

2. Background/Analysis:

The Board contracted with Mr. Boothe for the 2010-2011 fiscal year to act in the capacity of School Board legislative liaison. It is recommended that the Board enter into an annual contract with Mr. Boothe for the 2011-2012 fiscal year.

The base contract amount for legislative liaison contract is $59,000.

3. Fiscal Impact:

The fiscal impact associated with this action is within the budgeted funds.

4. Prepared by: Ron Pinnell, Executive Director
Human Resources & Professional Standards

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting information not in agenda book: Professional Services Agreement
Materials for Signature: Professional Services Agreement

THE SCHOOL BOARD OF SEMINOLE COUNTY

INFORMATION ITEM: **RETIREMENT RATE FOLLOW-UP** **VIII.A.**
Item Number

The following points are provided in support of our concern related to the retirement rate increase proposed in law for 2012-2013:

- Though the legislature has not always followed through with rate increases proposed in the prior year legislation, the rate increase included in the 2009-2010 law were actually enacted for 2010-2011. The regular rate was increased from 9.85% to 10.77%.
- The rate increases proposed in prior year laws have usually been no more than 1%. The retirement rate reduction for the current year (2011-2012) is the largest reduction ever made (-6.16%), Therefore, the retirement rate increase included in law for 2012-2013 (+2.44%) appears to be realistic in light of this fact.

2. Prepared by:

John Pavelchak, Executive Director
Finance and Budgeting
Rosh Khatri, Director of Budget
Attachment(s): None
Supporting information not in agenda book: None

3. Board Meeting Date 08/23/11

THE SCHOOL BOARD OF SEMINOLE COUNTY

INFORMATION ITEM: **SUGGESTED BUDGET REDUCTIONS FOR FISCAL YEAR 2012-13**

VIII.B.
Item Number

During the August 2, 2011 Board Meeting the School Board Members suggested a series of cost saving and budget reduction items for the 2012-13 fiscal year that need to be researched. The following is that list of suggestions together with some initial reduction items identified by staff. Please note that the cost savings shown are very preliminary.

2. Prepared by:

John Pavelchak, Executive Director
Finance and Budgeting
Rosh Khatri
Director of Budget

3. Board Meeting Date 08/23/11

Attachment(s): List of Suggested Budget Reductions for Fiscal Year 2012-13
Supporting information not in agenda book: None

Seminole County Public Schools
Fiscal Year 2012-2013

Potential Budget Reductions (not in priority order):

		Approximate Savings*
1.	**Close the Student Museum and Environmental Center**	**$133,000**
2.	**Raise the Thermostat Settings to Reduce Electrical Costs**	**$500,000**
	(From 77 degrees to 78 degrees, the maximum allowable by law)	
3.	**Increase in the Student/Teacher Ratio for Middle Schools (For Non Core Classes)**	**$3,000,000**
	(One effect of this increase will most likely be a reduction in electives)	
4.	**Increase in the Student/Teacher Ratio for High Schools (For Non Core Classes)**	**$3,300,000**
	(One effect of this increase will most likely be a reduction in electives)	
5.	**Eliminate Art, Music, Technology, or Reading Teachers**	**$4,100,000**
6.	**Eliminate Middle School & High School Athletic and Extracurricular Supplements**	**$2,150,000**
	(Resulting in the elimination of the programs)	
7.	**Eliminate High School Summer School & Transition Programs (Remedial)**	**$1,250,000**
8.	**Eliminate Elementary School Tutorial Program**	**$520,000**
9.	**Eliminate Middle School Remedial Program**	**$500,000**
10.	**Close Additional Schools @ $1 million per elementary/middle** (Will require rezoning)	**TBD**
11.	**Eliminate Magnet Bus Transportation for Out of Zone Students**	**$1,440,000**
	(Excludes Crooms AOIT and Goldsboro Elementary)	
12.	**Eliminate Dedicated Bus Transportation Within Two Miles of School (Evans Elementary)**	**$63,000**
13.	**Implement a Four Day School Week**	**TBD**
14.	**Eliminate Transportation for NE and NW Cluster Schools for Students Residing within a half-mile radius of a Cluster School (Requires Rezoning)**	**$350,000**
15.	**Eliminate Transportation for NE and NW Cluster Schools for Students Residing within a one-mile radius of a Cluster School (Requires Rezoning)**	**$1,000,000**
16.	**Dismiss Strict Adherence to Class Size Requirements**	**TBD**
17.	**Sell Vacant real estate, land and buildings**	**TBD**
18.	**Implement Furloughs for Employees (Reduce Number of Days Worked and Paid)**	**$1,500,000**
19.	**Convert SCPS Schools to SCPS Operated Charter Schools**	**TBD**

Seminole County Public Schools

Fiscal Year 2012-2013

Potential Budget Reductions (not in priority order):

		Approximate Savings*
20.	Use Video/Phone Conferencing (Skype etc.) to Reduce Travel Expenses	TBD
21.	Eliminate Health Insurance to Part-time Employees	TBD
22.	Share Assistant Principals and Principals Between Elementary Schools	TBD
23.	Consolidate Schools - Combine Grades Pre-K-6 or 7-12	TBD
24.	Offer less expensive before/after school care or Enterprise w/another company	TBD
25.	Cancel Paid Subscriptions	TBD
26.	Post Code of Conduct On-Line (Save Printing Expenses)	TBD
27.	Delay Purchase of Busses (Capital Outlay Budget Impact)	$2,100,000
28.	Reduce Educational Support Center (ESC) Work Week to 4 Days , Schools to Remain 5 Days	TBD
29.	Implement "Pay to Play" for Athletics	TBD
30.	Provide Bagged Lunches Rather Than Stove Top Hot Lunches (energy savings)	TBD
31.	Install Solar Film on Windows	TBD
32.	Generate Electrical Power through Solar Energy Installations	TBD
33.	Purchase iPads Rather than Textbooks	TBD

**= All savings are approximates based upon initial assessments.*

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **WORK SESSION(S)**

IX.A.
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County schedule the work session(s) as requested.

2. Background/Analysis:

Work session(s)/Meeting(s) **to be scheduled**:

TOPIC	RECOMMENDED DATE/TIME
Budget Work Session	September 13, 2011, immediately following 2:00 p.m. Work Session

Listed below is a schedule of work sessions/meetings the Board has **already committed to**:

TOPIC	SCHEDULED DATE/TIME
Superintendent Search Work Session	September 8, 2011, 2:00 p.m.
Strategic Plan Update Work Session (Instructional Team)	September 13, 2011, 2:00 p.m.
Open Discussion Between School Board Members Work Session	September 27, 2010, 3:00 p.m.
Strategic Plan Update Work Session (Operations Team)	October 25, 2010, 2:30 p.m.

3. Fiscal Impact:

There is no fiscal impact to the District associated with this action.

4. Prepared by: Bill Vogel, Superintendent

5. Board Meeting Date 8/23/11

Attachment(s): None
Supporting Information not in agenda book: None
Materials for signature: None

THE SCHOOL BOARD OF SEMINOLE COUNTY

ACTION ITEM: **SCPS 2012 LEGISLATIVE PROGRAM** **IX.B.**
Item Number

1. Superintendent's Recommendation:

That the School Board of Seminole County approve the 2012 Legislative priorities as presented.

2. Background/Analysis:

Each year the Seminole County School Board adopts Legislative priorities to be presented to the State of Florida members of the House of Representatives and Senate who represent Seminole County.

3. Fiscal Impact:

There is no fiscal impact to the District at this time.

4. Prepared by: Darvin Boothe
SCPS Legislative Consultant

5. Board Meeting Date **8-23-2011**

Attachment(s): Proposed Legislative priorities
Supporting information not in agenda book: None
Materials for signature: None

SEMINOLE COUNTY PUBLIC SCHOOLS

2012 Legislative Priorities

EDUCATIONAL PROGRAMS

- Suspend or fund any unfunded or underfunded regulations which will divert scarce dollars and other resources from core instructional programs. Such regulations include student transportation ($12.2 million for SCPS), class size reduction ($5.5 million), Computer Based Testing ($2.7 million), Physical Education requirement ($2.1 million); as well as yet to be determined costs of Senate Bill 736, Differentiated Accountability, and conversion to Common Core Standards.

FUNDING

- Restore the Capital Outlay Tax to the 2007 level of 2 mills (changed to 1.50 mills in 2009) without impacting the operating millage ($12.5 million for SCPS). Restore PECO Funding level ($2.4 million for SCPS).

- Restore the 33% cut to the Advanced Placement (AP) and International Baccalaureate (IB) funding formula in support of the new High School Accountability program to promote academic rigor and excellence for all students.

- Revise the Florida Education Funding Program to address components which have disequalized the funding formula. Seminole County is funded 60th of 67 school districts in Florida.

- Revise penalties and procedures associated with non-compliance with the class size amendment to remain at the 2010-2011 level. (The loss of the entire Base Student allocation is too punitive.)

- Restore the 2012-2013 Base Student Allocation to the 2007-2008 levels. The current BSA is $3,479.22 and the 2007-2008 BSA was $4,079.74.

- Fully fund the 2012-2013 statutory percentage cost increase in the employer's share towards the Florida Retirement System (FRS).

- Replace "Jobs for Education Funds" with State revenue: statewide, $554 million, and for Seminole County Public Schools, $13.3 million.

- Provide flexibility to levy sales tax to be used for school operating expenditures. For Seminole County Public Schools, ½ cent generates approximately $28 million annually.

CLASS SIZE

- Provide adequate funding for the Class Size Reduction operational costs in accordance with the constitutional amendment's requirement.

ACCOUNTABILITY

- Support passage of high performing school districts legislation which would grant high performing school districts the same flexibility as charter schools.

- Respect the constitutional authority of elected school boards to "supervise, operate and control" public schools in all areas, including, but not limited to, charter school sponsorship, instruction, performance pay, budget, personnel, and school calendars.

DRAFT

THE SCHOOL BOARD OF SEMINOLE COUNTY

INFORMATION ITEM: **DISTRICT REPORT CARD**

X.A.
Item Number

The following information provides a summary of important measures of accountability for the Seminole County Public Schools. The tables that follow provide information related to student performance on certain standardized tests, degree of parent satisfaction with the schools their children attend, exercise of school attendance options, levels of community involvement in the schools, and indicators of sound fiscal and business practices.

2. Prepared by: Dr. Anna-Marie Cote
Deputy Superintendent
Instructional Excellence and Equity

3. Board Meeting Date 8/2311

Attachment(s): District Report Card
Back-up not in agenda book: None

Seminole County Public Schools
District Report Card
2010-2011

Student Achievement

	2007-08	2008-09	2009-10	2010-11	
District Grade	**A**	**A**	**A**	**A**	
				All Students	**Acct. Group**
FCAT Reading	**5th**	**6th***	**3rd***	**4th**	**6th***
FCAT Math	**4th***	**4th**	**3rd***	**3rd***	**3rd***
FCAT Writing	**4th***	**6th***	**3rd ***	**6th**	**5th***
FCAT Science	**5th**	**5th***	**5th**	**6th***	**7th**
Advanced Placement and International Baccalaureate Tests	**9,978**	**10,299**	**11,589**	**11,908**	
SAT Score	**1,043**	**1,531***	**1,533***	**1552***	
Graduation Rate-Florida		**93.0%**	**94.2%**	**TBD-Dec. 2011**	
Graduation Rate-NGA		**92.0%**	**93.8%**	**TBD-Dec. 2011**	
Graduation Rate-Federal		**77.7%**	**77.8%**	**TBD-Dec. 2011**	

District Grade – state accountability grade for school district.
FCAT Scores – 2007 thru 2011 state ranking of percent proficient. *(tied)
Advanced Placement/International Baccalaureate Tests - total number of AP and IB (college level) exams taken in the district.
***SAT Score -** average score for previous year's graduating seniors who took the test (based on a 2,400 scale)
Graduation Rate - percent of previous year's students meeting the state criteria for a high school graduate.
Graduation Rate – Florida – Non-Grads: Certificates of Completion, Dropouts, 5th year Graduates
Graduation Rate – National Governors Association (NGA) – Non-Grads: Certificates of Completion, Dropouts, 5th year Graduates, GED Students; *Preliminary Estimation
Graduation Rate – Federal - Non-Grads: Certificates of Completion, Dropouts, 5th year Graduates, Transfers to Adult Education, GED Students, Special Diploma Students; *Preliminary Estimation

Parent Satisfaction

	2007-08	2008-09	2009-10	2010-11
Parents feel welcome at school.	**94.4%**	**94.0%**	**94.8%**	**94.7%**
My child feels safe at school.	**94.1%**	**93.6%**	**94.7%**	**94.6%**
Teachers and administrators promote academic excellence.	**96.0%**	**96.0%**	**96.1%**	**95.8%**
Schools operate in a professional and business-like manner.	**94.7%**	**94.4%**	**95.1%**	**94.8%**
The overall quality of education students receive is good.	**96.6%**	**96.3%**	**96.9%**	**96.4%**

The percent of the 21,843 respondents to the Parent Climate Survey in 2010-11 who agreed or strongly agreed with each item.

Seminole County Public Schools
District Report Card
2010-2011

School Choice

	2007-08	2008-09	2009-10	2010-11
School Transfers	3,765	3,459	3,169	3,601*
Magnet School Transfers	2,974	3,193	3,917	4,369
Charter School Students	552	561	544	638

School Transfers - total number of student transfers granted.
Magnet School Transfers – total number of out of zone students attending magnet schools.
Charter School Students - total number of students enrolled in charter schools.
***Increase in transfer numbers is the result of class size transfers in 2010-2011.**

Community Support

	2007-08	2008-09	2009-10	2010-11
Business Partners	1,084	1,047	1,011	963
PTA Membership	23,008	22,330	19,230	19,579
Number of Dividends	24,393	24,163	25,114	26,050
Foundation Income	$1,080,000	$1,013,000	$1,428,000	$969,729*

Business Partners - total number of local businesses registered as official partners with the school district.
PTA Membership - total number of PTA members registered in the district.
Number of Dividends - total number of parent and community volunteers.
Foundation Income - total amount of income to this nonprofit corporation (*year not completed).

Management

	2007-08	2008-09	2009-10	2010-11
Class Size Average (PK-3)	16.15	16.49	16.39	15.73
Class Size Average (4-8)	18.54	19.23	19.17	18.32
Class Size Average (9-12)	21.79	22.11	21.66	20.51
Average Building Age	11.7	11.1	11.5	12.4
Property Tax Rate	7.413	7.543	7.723	7.801
Admin Costs Ranking	13th	12th	13th	TBD-Jan. 2012
State Funding Rank	48th	58th	51st	53rd
Classroom Expenditures	3rd	4th	1st	TBD-Jan. 2012

Class Size Average – averages reported by DOE. Averages for grades K-5 represent self-contained classrooms. Averages for grades 6-12 represent classes for core academic subjects.
Average Building Age - average number of years buildings have been in existence w/o major renovation.
Property Tax Rate - total millage rate assessed by the School Board.
Admin Costs Ranking – the comparative state ranking of administrative costs compared to classroom expenditures for the previous year. (the smaller the numerical ranking, the better the ratio).
State Funding Rank - the comparative state ranking of per pupil funding received from the state (the smaller the numerical ranking, the greater the funding).
Classroom Expenditures – the percent of the district's total operating budget for the previous year that was spent at the classroom level. Equals the total classroom expenditures divided by the total operating expenditures (the smaller the number the better).

THE SCHOOL BOARD OF SEMINOLE COUNTY

INFORMATION ITEM: **2012/2013 INITIAL BUDGET CONSIDERATIONS FOLLOW UP FROM JULY 26TH AND AUGUST 2ND MEETINGS**

X.B.
Item Number

In order to maintain financial stability, SCPS has always taken a long term approach to budget preparation. Surprisingly, we learned that the State Board of Education's budget proposal did not include replacement funding for the Federal Education Jobs' dollars ($554 million statewide and $13.3 million in Seminole). We then immediately informed the School Board. To compound the problem, we learned that the Employer Retirement rate is increasing 2.44% (SB 2100) resulting in a SCPS net projected deficit for 2012-13 of $22 million.

As I indicated at the meetings, I believe we are rapidly approaching a tipping point at which the programs, services and quality which enabled SCPS to become one of Florida's and the Nation's most successful School Districts are at risk.

Attached are charts depicting our budget challenges we have faced since 2007-08. Based on the input received at the meetings I recommend the following:

1. Meet with the Legislative Delegation to explain the funding deficit and request their assistance. *(Meeting scheduled for September 27th at 1:30 p.m.)*
2. Compile a list of potential budget reductions for consideration.
3. Review the final State Board budget which is on the SBE Agenda for approval on August 26, 2011.
4. Schedule a Work Session to discuss implication of budget reductions in conjunction with the Instructional Strategic Plan update on September 13, 2011.
5. Review the Governor's Budget when released in the fall.

If the School Board decides to continue programs and services at the same level and the necessary legislative funding is not provided, the School Board should give serious consideration to letting the voters decide whether or not they are willing to support an additional temporary property tax to maintain the outstanding programs, services and quality of SCPS. According to Mike Ertel, Supervisor of Elections, if the ballot initiative were placed on an anticipated March, 2012 election, there would be no cost to the School Board.

2. Prepared by: Bill Vogel, Superintendent **3. Board Meeting Date** 8/23/11

Attachment(s): None
Supporting information not in agenda book: None

THE SCHOOL BOARD OF SEMINOLE COUNTY

INFORMATION ITEM: **2011 SUMMER SCHOOL/TRANSITION PROGRAM REPORT**

X.D.
Item Number

EXTENDED DAY CHILD CARE SUMMER PROGRAM

The Summer 2011 Extended Day Adventure Camp began its nine week session on June 6th and ended on August 5th. The program was open Monday through Friday from 7:00 AM-6:00 PM. The "full-time" Adventure Camp sites were at four schools: Altamonte, Lake Mary, Red Bug and Stenstrom. During Summer Learning Camp, Idyllwilde and Highlands were open for the four week period. Throughout the summer, the number of children in attendance fluctuated between 193 and 355. The fee for the Adventure Camp was $115.00 per week which included meals, T-shirts and field trips.

This year the planning for activities was driven by the theme: SUMMER PLANET WATCH. The children participated in activities to become more knowledgeable about planet Earth. They learned about the people, plants and animals that live on it. There were several field trips that correlated to the theme such as going to the Florida Aquarium, the Brevard Zoo and Animal Kingdom. The other offsite field trips included: bowling at Airport and Oviedo Lanes, skating at Semoran Skateway and swimming at Lake Brantley High School, as well as at the Oviedo Aquatic Facility—The Big Kahuna Pool.

Weeks	Weekly Themes	Dates
Week 1	The Rainforest	June 6-June 10
Week 2	Planet Watch	June 13-June 17
Week 3	Energy Conservation	June 20-June 24
Week 4	Pre-4th of July	June 27-July 1
Week 5	Dino Week	July 4-July 8
Week 6	Pet Week	July 11-July 15
Week 7	Insect Study	July 18-July 22
Week 8	The Tree of Life	July 25-July 29
Week 9	Recycle, Reuse, Reduce	August 1-Augst 5

The children made Paper Mache Globes, wrote in their Planet Watch Journals, used the sun to make Sun Pictures, created an Erupting Volcano, produced pop-up cards, assembled Stuffed Dinosaurs, made jewelry from junk and went on a Lion Hunt. Some of the scrumptious food crafts were: 1) making Dirt Dessert (Oreo cookies, pudding and gummy worms), 2) Layers of the Earth Upside Down Cake (cherry pie filling, Oreos and graham crackers) and 3) creating a Ladybug Snack (sugar cookies, red icing, and chocolate chips),

Adventure Camp was full of wonderful activities. The children (and their parents) were happy campers and all enjoyed the summer fun!

We would like to give a special thank you to all who continue to support the Extended Day Child Care Program.

ELEMENTARY SCHOOLS' 2011 SUMMER LEARNING CAMP

The 2011 Summer Learning Camp got off to a great start on June 13, 2011, with an average weekly enrollment of 1057 students. As a cost saving measure, Summer Learning Camp was organized into clusters and held at the following seven (7) sites: Altamonte, English Estates, Hamilton, Highlands, Idyllwilde, Red Bug, and Stenstrom Elementary Schools. A newcomer's orientation for English Language Learners (ELL), students new to Seminole County Public Schools as of February 15th to June 2011, was also held at English Estates Elementary School. Exceptional education students who met eligibility criteria attended Summer Learning Camp at the cluster sites also. For third grade students scoring level 1 on FCAT, the reading camp facilitated intensive reading intervention with the use of Voyager Passport, Ticket to Read, The Comprehension Toolkit, and Benchmark materials. Curriculum focused on the five components of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary development. Additionally, reading frameworks, school based books, computer labs, instructional technology, and tutorial materials were utilized. Classroom libraries, Newbridge science books, and Red Bridge social studies books were also used as guided reading materials.

There were ten (10) mentors who were utilized during the Summer Learning Camp to enhance student self-esteem and to reinforce reading skills. The following businesses provided incentives for attendance: Wendy's Restaurants, the Central Florida Zoo, Bounce U Fun House, and Perkin's Restaurant. A total of 1,287 attendance incentives were distributed to the Summer Learning Camp Cluster sites. A total of 291 incentives were distributed to the Extended Day Child Care Program. All seven (7) sites participated in the Summer Booktalks Program. Each site received two (2) sets of six (6) books presented in the Summer Booktalks.

All seven (7) Summer Learning Camp sites received breakfast and lunch at no charge to the students. Transportation was provided to students residing outside the Summer Learning Camp site's two mile walk zone.

HIGH SCHOOL SUMMER SCHOOL

The number of students attending summer school at the high school level totaled 2,951 the first semester and 2,500 the second semester. Due to budget restrictions, the vast majority of the students were enrolled in classes for remediation. The Transition Program and Drivers Education were offered at every summer school site. Students interested in acceleration opportunities were encouraged to enroll through Florida Virtual School.

HIGH SCHOOL TRANSITION PROGRAM

The high school summer Transition Program is specifically designed for incoming freshman that have not met the criteria to be promoted to ninth grade. The structure of the program has teachers "teaching forward" to give the students a solid introduction in Algebra 1, Science (Biology or Earth Science), and English 1.

The students who attended and successfully completed the Transition Program with a grade of "C" or better earned promotion status (as opposed to being assigned) as an entering freshman. Promotion status will permit the students to participate in sports and other extracurricular activities in ninth grade. The successful students will receive one high school elective credit and begin their high school career with a 2.0 or higher grade point average (most will have a 3.0 or 4.0). In addition, each transition student graduating from high school with a cumulative grade point average of 2.5 or greater will receive a twelve credit tuition scholarship for Seminole State College.

With full support from the middle and high school principals the middle schools identified their eighth graders for this program at the end of the first semester. The early identification of students gave the high schools ample time to invite students to the program and to inform parents of the benefits of participation. In addition, as a result of an AT&T Grant, depot bus stops were arranged for these students to ride school buses to their designated high school.

The textbooks used in the transition course are the same materials the students use in the ninth grade. A writing team, under the direction of assistant principals Leon McCants (SHS) and Marcia Haskel (OHS), developed the curriculum and provided training for all of the teachers prior to the start of summer school. The same program was offered and taught at all high school summer school sites.

2010 TRANSITION ENROLLMENT NUMBERS		
SCHOOL	**FIRST SESSION**	**SECOND SESSION**
Hagerty	48	54
Lake Brantley	84	81
Lake Howell	129	120
Lake Mary	81	79
Lyman	64	44
Oviedo	65	58
Seminole	185	177
Winter Springs	72	71

2. Prepared by: Walt Griffin
Exec. Director of Secondary Education
Geraldine D. Wright/Beverly F. Perrault
Exec. Directors of Elementary Education
Samelia Phillips
EDCC Administrator

3. Board Meeting Date 8-23-11

Attachment(s): None
Back-up not in agenda book: None

THE SCHOOL BOARD OF SEMINOLE COUNTY

INFORMATION ITEM: **HIGH SCHOOL WIRELESS IMPLEMENTATION UPDATE**

X.E.
Item Number

In the spring of 2011 a project to provide wireless network access for our high schools was initiated. The wireless project is intended to provide the schools with more capacity for computer based testing. Additionally, this project allows for the expanded use of digital devices in curriculum that are both school and student owned.

AeroHive Networks was chosen as our wireless hardware vendor.

Wireless installation is complete at the following schools:

Hagerty HS
Seminole HS
Lyman HS
Winter Springs HS
Lake Howell High
Lake Mary HS
Crooms HS
Oviedo HS

Lake Brantley HS has all wiring and network hardware installed and is in final phase of configuration. All wireless installations for the High Schools are scheduled to be completed by September 1st, 2011.

2. Prepared by: Patrick Fletcher
Director of Information Services
George Kosmac
Deputy Superintendent Operations
Attachment(s): None
Back-up not in agenda book: None

3. Board Meeting Date 8/23/11

THE SCHOOL BOARD OF SEMINOLE COUNTY

INFORMATION ITEM: **SOCIAL MEDIA GUIDELINES** **X.F.**
Item Number

This information item is resubmitted for discussion purposes. The item was originally submitted on July 26, 2011.

Pending presentation of a policy on the subject, the following are interim guidelines that will be provided to our schools regarding the use of social media by our employees. We have received pro bono input from several media consultants and incorporated that input into the document. We will be adding to the document additional focus on the acceptable uses of social media and also soliciting input from school personnel upon their return to school in order to provide a comprehensive policy for board consideration.

The guidelines were patterned after a similar guideline recently developed by Lake County Schools.

2. Prepared by: George Kosmac
Deputy Superintendent Operations

3. Board Meeting Date 8/23/11

Attachment(s): Social Media Guidelines
Supporting information not in agenda book: None

SEMINOLE COUNTY PUBLIC SCHOOLS
GUIDELINES FOR EMPLOYEE USE OF SOCIAL MEDIA NETWORKS

Introduction

Blogs, social networks and websites such as *Facebook, Flickr, Linkedin, MySpace, Ustream, Blogger, Wordpress, Twitter, Wikipedia, You Tube,* and other emerging sites are new channels to share knowledge, express creativity and connect with others who share your interests.

The following "best practice" guidelines are being provided to help you effectively use these forums and follow state and/or District rules and policies.

All employees are expected to serve as positive ambassadors for the District. Any use of social networking sites or blogs creates the risk of affecting your professional career. It is vital that you conduct yourself in such a way that it does not adversely affect your employment and/or the District. All ethical expectations set forth in the "Code of Ethics and the Principles of Professional Conduct of the Education Profession"; School Board Policy 6.50, Professional Ethics; School Board Policy 6.501, Employee Relations-Civility, apply to communications with employees, parents, and students. These guidelines apply to communications using the District's systems and may apply to communications using personal systems and equipment.

1. Definitions

Blog
A blog is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Wordpress is an example of a blogging service.

Facebook
Facebook is a free-access social networking website that users can join to connect and interact with other people or organizations.

Social Media or Social Media Network
A social media, or social media networks, such as Facebook, focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are web-based and provide a variety of ways for users to interact.

Twitter
Twitter is a social networking and micro-blogging service that enables users to send and read other user's updates, known as "tweets." Tweets are text postings which are displayed on the user's profile page and delivered to other users who have subscribed to them (known as followers). Tweets can also be sent and received with cell phones, which may incur phone service provider fees.

YouTube
YouTube is a free video-sharing website on which users can upload, share and view videos.

Other
This is not an all-inclusive list and these guidelines are applicable to all Internet social media sites.

2. District/Professional Use

First and foremost, it is vital when participating in Internet social media communications in a professional capacity that you are honest about who you are and you are thoughtful before you post. For business/District related use of such resources, remember:

a. All use of district equipment is archived and becomes subject to public record laws. This includes checking personal e-mail and accessing websites for personal use or entertainment. Accessing inappropriate websites during work hours or using your District e-mail or resources inappropriately can result in disciplinary action.

b. If you are participating on a social networking site and/or blog for District-related business, it **must** be done with the approval of the Superintendent or designee.

c. For approved users, when using a District e-mail address and/or equipment to participate in any social media or professional social networking activity (such as Linkedln and others), your actions are public and employees will be held fully responsible for any and all activities.

d. Any information shared via social networking sites and/or blogs regarding the business of the District, whether using personal or District equipment or systems, is considered public record.

e. You must identify yourself and your position with the District — always use your name (never create an alias and never be anonymous).

f. Misidentifying yourself or providing false information may result in disciplinary action.

g. The scps.k12.fl.us or scps.us attached to your name and/or e-mail implies that you are acting on behalf of the District and as such, you are expected to conduct yourself as a professional.

h. Do not post confidential or proprietary information about the District, its students, alumni or employees to any Internet site. Use good ethical judgment and follow District policies as well as state and federal requirements.

i By their very nature, social media websites and blogs are not private. Internet search engines can find information years after it was originally posted. Comments can be forwarded or copied and archival systems save information even if you delete a post.

j. If you feel strongly about a subject, you may want to delay posting/responding until you have time to reflect on the consequences of your words. Always remember that electronic media postings remain in cyberspace indefinitely.

k. Thoroughly spell and grammar check your content before you post. Citizens expect that education employees set a good example when they write and speak in public. It is important that you correct any errors as soon as you can. Since transparency is important, admit your mistake, apologize if necessary, correct it and move on.

l. Remember you are writing for publication, even if it is just for social networking. Refrain from making unsubstantiated statements and avoid careless comments, such as "research shows" unless you also provide full citations of the research.

m. Public social media networks, outside of those sponsored by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent or designee.

3. Social Networking Sites for Personal Use

The District takes no position on an employee's use of social media networks for personal use on personal time, however, please note that inappropriate communications may be considered conduct unbecoming of an employee of the Seminole County School Board and may subject the employee to discipline ranging from oral reprimand to termination. The personal use of these media during District time or on District equipment is prohibited. Below are suggested guidelines to follow when using social networking sites and/or blogs for personal use:

a. Employees should be respectful and professional in all communications by word, image or other means. Employees should avoid use of obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, defamatory, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior or sexual harassment. If you post information or comments that are not related to the District, your activities may still result in professional and/or personal repercussions. Such actions include, but are not limited to oral reprimand, suspension without pay, and or termination.

b. Posting of photographs or documents, regardless of the content, which could be considered offensive to other parties and be a violation of state and/or District rules and policies.

c. Posting of information that is considered to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts) may be a violation of state and/or District rules and policies.

d. Posting as a citizen about a non-job related matter of public concern (elections, environmental issues, etc.) and making comments that negatively affect the district's effectiveness or efficiency or otherwise disrupt the workplace may subject the employee to discipline ranging from oral reprimand to termination.

e. Never pretend to be someone else and post information about the District. Tracking tools enable supposedly anonymous posts to be traced back to their authors. Blogging and posting anonymously does not protect you. The names of bloggers, webpage authors and other Internet users can be discovered through litigation.

f. Do not use or post the District logo (defined as the SCPS apple), individual school logos, mascots or any other such graphic representations on any social media network without permission from the Superintendent or designee.

f. Do not blog or post about students to avoid disclosure of confidential information. Confidential student records include any information you acquire as an employee of the District. Never post images of students.

g. Do not blog or post about your job duties, colleagues or supervisor to minimize the possibility of disclosing confidential information, sharing information about a private workplace complaint, or otherwise carelessly or unintentionally engaging in speech which could affect your employment.

h. You do not have control of what others may post on social networking sites; therefore, be aware that your conduct in your private life may affect your professional life.

i. Be vigilant about what others post about you or on your page and, if necessary, take steps to remove comments that pose a risk to you or the District. If visitors post to your blog or web page, monitor postings constantly and remove anything that is inappropriate or even gives the appearance of inappropriate conduct.

j. It is inappropriate for District employees to communicate with students currently enrolled in the District, or their parents or guardians, on any public social networking site (Facebook, MySpace, etc.). This includes becoming "friends", sending private messages or allowing students to access your personal page to communicate. <u>This does not prohibit the use of a social networking site for exchange of information with and from students that is directly related to class course work and is not personal in content or context. Further, this does not prohibit non-personal communication exchanges with parents of students regarding student coursework, student performance, or student discipline issues using social networking.</u>

k. Employees should refrain from participating on any social networking website for personal reasons, even from personal equipment (i.e. their own Blackberry, iPhone, laptop, netbook, etc.) during work hours.

l. If any employee chooses to list a Seminole County Schools or District as their employer on their Facebook, Twitter, LinkedIn or any other profile page, a statement should appear in their bio or information section: The statements and opinions expressed here (on my blog, Facebook page, etc.) are my own. They are not a reflection of the beliefs, thoughts or opinions of the Seminole County Public School Board or the District.

Conclusion

Due to the constant changing landscape of social media networks, this document will be periodically updated to reflect current trends, norms, and best practices for the use of social media.

While the use of these sites is becoming commonplace, it is important that as an employee of Seminole County Public Schools, you conduct yourself in an appropriate manner to avoid any unintended situations that could adversely affect your professional standing with the District. These guidelines are not intended to restrict your participation but rather to provide some protection if you choose to engage in online activities.

These guidelines are not intended to be all encompassing. Violation of Board policies, rules or the "Code of Ethics and the Principles of Professional Conduct of the Education Profession" may result in an adverse employment action.